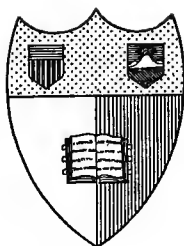


Wason
PE1130
C5
K952

ASIA

AN
ELEMENTARY COMPOSITION
FOR
CHINESE STUDENTS.



Cornell University Library

Ithaca, New York

**CHARLES WILLIAM WASON
COLLECTION
CHINA AND THE CHINESE**

THE GIFT OF
CHARLES WILLIAM WASON
CLASS OF 1876
1918

英 語 作 文 教 科 書

第 一 編

文 科 進 士 鄺 富 灼 編 纂

Elementary Composition

for Chinese Students

By

FONG F. SEC, M.A.

(Teachers College, Columbia University)

Author of "A Class-Room Conversation"

FIFTH AND REVISED EDITION



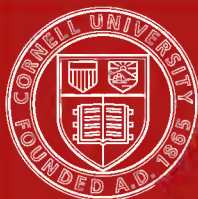
上 海 商 務 印 書 館 出 版

SHANGHAI
COMMERCIAL PRESS, LTD.

1918

Q

CORNELL
UNIVERSITY



Cornell University
Library

The original of this book is in
the Cornell University Library.

There are no known copyright restrictions in
the United States on the use of the text.

<http://www.archive.org/details/cu31924023355526>

PREFACE

This book consists of two parts. Part I. deals with some essentials of English grammar. The book is not to take the place of a grammar, but is intended to supplement a text-book on grammar. Generally speaking, Chinese students learn the rules of grammar easily, but they encounter much difficulty in applying them. There are some things in English grammar that offer no difficulties to children born in English-speaking countries but prove stumbling blocks to Chinese students. In this part of the book the writer has tried therefore to help the Chinese students on some of those points which are especially troublesome to them. He has been guided in this by the experience of teachers and his own experience in the school-room in China. Unfortunately his experience as a teacher was confined to Southern China, and was not of sufficient duration to enable him to see how a Chinese student's mind reacts under certain circumstances. It is his hope that this effort will stimulate some teacher better qualified along this line to write a book on this subject which will be more suited to the needs of Chinese students.

Part II. furnishes outlines and suggestions for composition. The work in composition is usually distasteful to the students and tedious to the teacher. People find it hard to write because they do not know what to write. The writer hopes that the materials contained in this book will be found helpful. These

materials deal with things familiar to the Chinese student—with the games and common activities of his daily life, with his life in school, with the world of nature about him, with the world of the imagination, and with people. These materials should only be suggestive; the teacher should be on the lookout constantly for topics for composition, topics about which the student can say something. The pupil's observation and experience, what he hears in the home or reads in the daily paper, the lesson in reading, history, or geography, are the best sources of much of the material. The pictures are put into the book not so much to make it attractive, but because they suggest thoughts to the students.

As so many excellent text-books on composition have been written in the West, it would be presumptuous for a Chinese to claim any originality on such a subject. The attempt of the writer has been to cull from all sources those things that he thinks will be helpful and suitable to the students for whom he writes. The work is restricted to the needs of the majority of students who are learning English in China at the present time, so it is obvious that the principles of composition and the rules for fine writing are beyond the purpose of this book.

We are indebted to the Rev. John Darroch of the Religious Tract Society for revising the present edition of this book.

F. F. S.

Shanghai, May 1, 1910.

CONTENTS

PART I

Some Essentials of Grammar

	PAGE
Statements	I
Interrogative sentence...	4
Imperative Sentence	5
Subject and Predicate	7
Modification of Subject...	9
Modification of Predicate	10
Object—Direct	14
Modifiers	15
Copulas	17
Predicate Noun	18
Adjective—Selection of	20
Adjective Phrases... ..	24
Compound Subject	25
Enlarged Predicate	26
Compound Object... ..	27
Adverbs	II, 27
Order in Normal Sentence	30
Object—Indirect	32
Independent Element	33
Articles	33
Punctuation	36
The Comma	39
The Period	39
The Semi-colon	43
Quotation Marks	44
“Yes” and “No”	48
Division of a Word	49

	PAGE
Order of Verb in an Interrogative Sentence	50
Verb	11
Agreement in Number with Subject...	52
Tense	57
Progressive Form	60
Compound Tenses... ..	62
Subjunctive Mood... ..	64
Irregular Verbs	71
"Shall" and "Will,"	81
"Should" and "Would"	83
Voice	84
Verb <i>to be</i>	85
Prepositions	91

PART II

Practical Exercises on Composition

Stories to be Read and Written from Memory	97
Outlines of Fables to be Expanded	107
Description with Outlines	115
Stories to be Imitated	146
Description with Models	151
Contrasted Description	161
Imaginary Conversation	165
Letter-writing	170
Friendly Letters	170
Business Letters	175
Letters of Introduction	178
Formal Notes	178
Additional Subjects for Narrative	180
Additional Topics for Description	181

ELEMENTARY COMPOSITION

FOR

CHINESE STUDENTS

PART I

Some Essentials of Grammar

SECTION 1

- | | |
|----------------|----------------|
| 1. Winds blow. | 3. Birds sing. |
| 2. Babies cry. | 4. Dogs bark. |

Read these sentences. Because they tell or state something they are called **Statements**. In the first sentence the word *winds* tells us what blows, and *blow* tells us what winds do.

A Statement tells Something

- | | |
|--------------------|-------------------|
| 1. Happy boys. | 5. A small dog. |
| 2. Soldiers fight. | 6. A horse runs. |
| 3. Lions roar. | 7. The boys play. |
| 4. Black ink. | 8. The old well. |

Which of the above groups of words are statements? Which are not? Why not?

Make statements about the following things:

- | | |
|-------------|-------------|
| 1. Watches. | 4. A knife. |
| 2. Books. | 5. Ships. |
| 3. Trees. | 6. Monkeys. |

7. Ducks.

9. Tables.

8. A bee.

10. House.

NOTE.—Emphasize the fact that the first word of a statement begins with a capital letter, and that a statement is followed by a period (.).

SECTION 2

Make statements by using names in place of the blanks:

1. — fly.

3. — sinks.

2. — roll.

4. — grows.

Write six statements. Let each statement be made of two words—one from the first list, and one from the second:

Wolves

Clouds

Leap

Bleat

Sheep

Frogs

Mew

Melts

Snow

Cats

Howl

Float

Make statements telling what these things do:

Eagles

Carpenter

Waves

Farmers

Trees

Flowers

SECTION 3

If we are speaking of *one* boy, *one* hen, *one* ball, we say:

1. A boy runs.

2. A hen cackles.

3. A ball rolls.

Make statements about the animals in the following exercise. Let each statement tell what one animal does.

EXAMPLE.—A cricket chirps.

Donkey

Cricket

Dove

Ox

Lion

Duck

Owl

Tiger

Change each word so that it will mean more than one animal.

EXAMPLE.—Crickets chirp.

What is a statement?

How should we write the first letter of a statement?

With what mark does each statement end?

NOTE.—Chinese students frequently forget the rule that a subject in the singular number, third person and present tense takes the *s* form of the verb. Drill the pupils till they know how to apply this rule.

SECTION 4



Write statements about the above picture in answer to the following:

How many boys are there in the picture?

What are they doing?

What is the name of the game?

How does the boy in the ring look?

What is he trying to do?

What is the man doing?

Did you ever play this game?

What is your favourite game?

SECTION 5

Are roses beautiful?

This is not a statement because it does not tell anything. It asks about the roses.

Words so arranged are said to be put in the form of a **question**.

Read these questions:

1. Can birds fly?

2. Have you a knife?

3. How old are you?

The first word of every question begins with a capital letter.

A question mark (?) is placed after every question.

Write questions asking about—

The sun

The coolie

Cows

The gardener

Grocers

Girls

Write statements that answer the questions you have written.

Write a question, and a statement answering the question, about—

A sheep

The ink-stone

The wall

Bamboo

The students

The chair

The blackboard

A door

A hat

The teacher

NOTE.—The predicate in interrogative sentences is in two parts, one of which precedes the subject and the other follows it. That which precedes is called the auxiliary verb; that which follows is the principal verb. *See that your pupils fully understand this. Chinese students are apt to say, "Where you have been?"*

SECTION 6

Change these statements to questions:

1. The wind was blowing hard.
2. The sky became dark.
3. Then the rain fell in big drops.
4. The rain kept on falling.
5. Now the rain has stopped.
6. The sun shines.
7. The wind still blows.
8. After awhile the wind will stop.

The following groups of words give commands.

Chenchu, come here.

Boys, sit still.

Run, doggie.

Stop, thief.

Write a group of words giving a command—

1. To baby

4. To the driver

2. To some girls

5. To a beggar

3. To your brother

6. To a servant

Statements, questions, and commands are called sentences.

SECTION 7

1. Dogs bark.
2. Fire burns.
3. Boys play.

Each of these sentences is made up of two parts. In the sentence "Dogs bark," the word *dogs* shows what is spoken of, and the word *bark* shows what is said of the dogs. What is spoken of in the second sentence? What is said of the fire? What is spoken of in the third sentence? What is said of the boys?

The part of the sentence which shows what is spoken of is called the subject.

The part of the sentence which shows what is said of the subject is called the predicate.

Copy the following sentences. Separate the subject from the predicate by a line.

EXAMPLE.—Clocks | strike.

- | | |
|-----------------------|---------------------------|
| 1. The bird flies. | 6. The girl sews. |
| 2. Stars are shining. | 7. The ink is red. |
| 3. Glass breaks. | 8. Water boils. |
| 4. Soldiers watched. | 9. Ice is cold. |
| 5. School opens. | 10. The bananas are ripe. |

NOTE.—Emphasize the two parts of a sentence.

SECTION 8

Write sentences in which you tell something about each object named in the following list:

Rivers
Sugar cane
Flowers

Children
Camels
Pears

The ship

Water chestnuts

The master

Lilies

An egg

Rice

Fill these blanks with suitable subjects:

1. ——— studies.

5. ——— bend.

2. ——— jumps.

6. ——— blow.

3. ——— sees.

7. ——— hangs.

4. ——— fall.

8. ——— rings.

SECTION 9

A sentence, as we have seen, consists of two parts—the subject and the predicate. In some sentences a single word makes up the subject, and a single verb forms the predicate. But most of the sentences are not so simple. No matter how long a sentence is, it still has the two parts.

Divide each of the following sentences into the two groups of words, that is, subject and predicate:

1. Shepherds watched their flocks by night.
2. The general rode upon a black horse.
3. The steamer met a fierce gale.
4. The rain beat against the window.
5. Tiffin is at one o'clock.
6. Boys are fond of playing.
7. The door is locked with a key.
8. The captain gathered many brave soldiers about him.
9. The machine is making a rumbling noise.
10. The girl carried flowers in her hand.
11. The schoolroom door opens at nine o'clock.
12. Wang has written his composition.

SECTION 10

In the following sentences separate the subjects from the predicates with vertical lines:

EXAMPLE.—The flock of wild geese | sailed high
above our heads.

1. Gold and giant trees are found in California.
2. The children are dismissed from the school.
3. The silly goats fought for the right of way.
4. Down the street ran the merry children.
5. This word is the subject of the sentence.

Use each of the following words, or groups of words, as either the subject or the predicate of a sentence:

The Yellow River, large trees, the Pacific
Ocean, a heavy rain, fell overboard, the fox,
a poet, sugar.

SECTION 11

Write answers to the following questions. Let each answer be a sentence.

1. In which month were you born?
2. Which is the coldest month in the year?
3. Who is the governor of your province?
4. Where is Hankow situated?
5. Where are elephants found?
6. When did the war between Russia and Japan take place?
7. Which is the largest city in the world?
8. What are horses used for?
9. Who makes shoes?
10. What games do you like to play?

Name the two parts of a sentence.

What is the subject of a sentence?

What is the predicate of a sentence?

SECTION 12

Subjects may be enlarged by adding modifiers.
Thus the sentence "Trees grow" may become—

The trees grow.

• Those trees grow.

Those young trees grow.

My trees grow.

The trees in the orchard grow.

The trees in the orchard, being well taken care of,
grow.

The underlined words in the above sentences modify the word *trees*. They are known as **adjectives**.

In the following sentences underline the subject and its modifiers.

1. My old knife was stolen.
2. The lazy boy is gone.
3. The poor dog's leg is broken.
4. The bamboo shoots are sprouting.
5. My new white coat is spoiled.
6. Milton, the poet, was blind.
7. The room, being dark, is vacant.
8. A long telegram, bearing the bad news, has been sent.

SECTION 13

Add modifiers to each subject below:

Farmers are harvesting.

Ducks quack.

Boys run.

Cats mew.

The tiger growls.

Birds sing.

The bear hugs.

Lightning flashes.

Snakes bite.

The monkey chatters.

Insects fly.

The boy whistles.

The servant sweeps.

The pig grunts.

Children cry.

Ships sail.

SECTION 14

1. The trees grow.

2. Fire burns.

In the first sentence, what is said of the trees?
What is the predicate of the first sentence?

What is said of fire in the second sentence?
What is the predicate?

In these and many other sentences the predicate is a verb alone. But most of the sentences are not so simple. Just as we have seen a subject may be enlarged by adding modifiers, so a predicate may be enlarged by modifiers. Thus we may have

The trees grow *beautifully*.

The trees grow *year by year*.

The trees grow *in the orchard*.

The trees grow *beautifully year by year in the orchard*.

In the sentences below, point out each predicate and its modifiers.

1. Soldiers fight bravely.
2. The student writes well.
3. Pretty roses bloom all through the year in Honolulu.
4. Industrious pupils study diligently.
5. The clouds fly across the sky swiftly and silently.
6. The trees are bending to the strong wind.

A word that tells or asserts is called a verb.

EXAMPLES.—Grows, burns, fight, etc.

The chief part of a sentence is always a verb.

In the sentence, "The trees grow beautifully," the word *beautifully* shows how the trees grow. It is an **Adverb**. Similarly in the other sentences *bravely*, *well*, *diligently*, *silently*, etc., are adverbs.

Adverbs modify verbs.

SECTION 15

Complete the following sentences, filling in the blanks with adverbs.

1. Birds sing ____.
2. The vessel sails ____.
3. The mouse escaped ____.
4. How ____ the corn grows!
5. Snow falls ____ and ____.
6. The man reads ____.
7. The horse runs ____.

8. Good pupils behave ____.
9. Bad pupils behave ____.
10. The machine works ____.
11. The sun ____ shines ____.
12. Old persons walk ____ and ____.

Use the following words in sentences:

Here, now, nicely, brightly, safely, quietly, plainly, there, then, often.

SECTION 16

Use adverbs in place of the blanks:

1. Sparks fly ____.
2. Will he come ____?
3. Children play ____.
4. Should boys and girls rise ____?
5. Liu stood ____, and threw the ball ____.
6. The wind blew ____.
7. We were ____ surprised.
8. I would ____ pardon you.
9. You will see him ____.
10. We should walk ____.

Add adverbs to the predicates in the following sentences:

1. The steamer has arrived.
2. Lien-hwa loves her little sister.
3. The moon is shining.
4. The breeze is blowing.
5. The maid dusted the rooms.
6. Five men are talking.
7. The artist painted pictures.
8. He teaches English.

SECTION 17

Lien-hwa keeps a glass jar of goldfish in her room. She places the jar on a beautiful stand.

There are two black fish in the jar. She says they will turn into goldfish when they become older. Their tails are large and shaped like fans. She has two goldfish, two brown ones and two white ones.

She feeds the fish well. In summer she never allows them to get too warm, nor too cold in winter. When they grow large, she will put them into the pond.

Write answers to the following questions:

1. What has Lien-hwa in her jar?
2. What is the jar made of?
3. Where does she keep her jar?
4. On what does she place her jar?
5. How many kinds of fish has she in the jar?
6. Tell how the black ones look.
7. What does she say the black ones will become when they grow older?
8. What does she feed them with?
9. How does she take care of them?
10. What will she do with them when they become large?

NOTE.—Insist on complete answers. The answer to the first question is not "goldfish," but "Lien-hwa has some goldfish in her jar."

SECTION 18

Write a composition about a fish that you know. Perhaps this outline will help you. Make your sentences short and simple,

1. Where it lives.
2. Its size and shape.
3. How its looks—head, eyes, fins, scales, tail, etc.
4. What it lives on.
5. What it likes to do.

NOTE.—Beginners generally write their sentences too long and clumsily. Get the pupils to write easy sentences to begin with.

SECTION 19

In the sentence, "Flowers bloom," the predicate is made up of a single verb. If we say, "Cats catch," the meaning of the sentence is not complete. We ask "What do the cats catch?" But if we say, "Cats catch mice," then the sense is complete. The verb *catch*, then, takes an object, and *mice* is the object of catch.

A transitive verb has an object.

Point out the subjects, predicates, and objects in the sentences below:

1. Masons build houses.
2. Sheep eat grass.
3. Authors write books.
4. The boys fly kites.
5. Mothers love babies.
6. I see him.
7. Columbus discovered America.
8. The girls plucked the flowers.
9. Mice fear cats.
10. Artists paint pictures,

SECTION 20

Fill the blanks below with subjects:

1. — hit a ball.
2. — has lost a knife.
3. — are domestic animals.
4. — make tables and chairs.
5. — drove the beggar away.

Fill the blanks below with predicates:

1. Horses — carriages.
2. Dogs — houses.
3. The tiger — the man.
4. The pupil — the lesson.
5. Birds — nests.

Fill the following blanks with objects:

1. The boy is riding —.
2. The fisherman caught —.
3. The bookseller sold —.
4. The policeman caught —.
5. We like —.

SECTION 21

Like the subject and the predicate, the object may be expanded by adding modifiers. So the sentence, "The painter paints pictures," may become

The painter paints *the* pictures.

The painter paints *beautiful* pictures.

The painter paints pictures of *the 'yamen*.

The painter paints *the* pictures *ordered by the* governor.

The painter paints *the beautiful pictures ordered by the governor for the yamen.*

In the following sentences point out each object and its modifiers:

1. They entered my private garden.
2. We have rented a house near Soochow Creek.
3. Yu-hsing loves her sweet little brother.
4. I am reading a book written by H.E. Chang Chi-tung.
5. The tram car knocked down the careless ricksha coolie.
6. The man is driving the hardy Mongolian pony.
7. I do not know how I shall endure the bitterly cold winter in the north.
8. The cook is peeling the red, juicy apples.

Add modifiers to each object in the following sentences :

1. He writes a letter.
2. My brother found a purse.
3. I shall buy a hat.
4. The wolf stole the sheep.
5. The water spoiled the roads.
6. The cat ate the bird.
7. The mafoo drives the horses.
8. The book has pictures.

SECTION 22

1. Sugar is sweet.
2. Flowers are beautiful.

What is said of sugar? What is the predicate of the first sentence?

If we say *sugar sweet*, do we tell anything about sugar? It is plain, then, that the verb *is* is needed in the first sentence. Likewise the verb *are* is needed to complete the meaning of the second sentence.

In English there are a few little verbs which are often used, and they are different from other verbs. They are: *is, am, was, were, has been, have been, shall be, will be, etc.* Notice the following sentences:

1. The boy is happy.
2. The paper is red.
3. He has been ill.
4. The horse was gentle.

We notice that the words which follow the verbs are adjectives, which describe the subjects of the sentences. Here we find an adjective in the predicate, yet describing the subject. Such a word is called a **predicate adjective**.

We notice also that the verb ties the subject and the predicate adjective together. A verb used in this way is called a **copula**.

In the sentences below, point out the copulas and the predicate adjectives:

1. The apple is red.
2. The ball is round.
3. The man will be proud.
4. The pineapple is ripe.
5. They are good-natured.
6. T'ang Hsi was well.
7. Those buds will be pretty.
8. The store will be closed.
9. The old woman is lame.
10. The lesson was hard.

SECTION 23.

Fill the following blanks with predicate adjectives:

1. Grass is —.
2. The desk is —.
3. We are —.
4. New York is —.
5. The river will be —.
6. The weather has been —.
7. The prince became —.
8. I shall be —.
9. The sea is —.
10. The trees are —.

Change the following phrases to sentences by inserting the copula.

EXAMPLE.—The beggar boy. The boy is a beggar.

The overcast sky, the yellow orange, the heavy book, the cross man, the speckled hen, the white sheep, the turbulent river, the narrow street.

SECTION 24.

Sometimes the copula ties together the subject and a noun or pronoun which explains the subject.

EXAMPLE.—He is my countryman.

The noun following the copula in the predicate is called a **predicate noun**.

In each of the following sentences find the predicate noun:

1. Peking is the capital of China.
2. Silk is an important export of China.

3. Li Hung-chang was a statesman.
4. Edison is a famous inventor.
5. You are a gentleman.
6. Those little boats are sampans.
7. The compass is a Chinese invention.
8. Opium is a poison.
9. He is a spendthrift.
10. Togo is an admiral.

Find the copula in each of these sentences :

Is it followed by a predicate noun or a predicate adjective?

1. The child is father of the man.
2. Gold is a most precious metal.
3. He is a hero.
4. The Japanese soldiers are courageous.
5. His children are bright.
6. In all climates spring is beautiful.
7. The officer was hard-hearted.
8. The books are new.
9. The commander is a Manchu.
10. The child was naughty.

SECTION 25.

Supply copulas and predicates indicating quality for the following words used as subjects :

Exercise —	Pears —	Silver —
Kites —	Play —	Reading —
Animals —	Foreigners —	Tea —

Supply the subjects and copulas, using the following words as predicates:

— hard	— sweet	— red	— sour
— green	— round	— soft	— wise
— bitter	— sad	— cheerful	— dull

Supply subjects and predicates, using the following words or groups of words as copulas:

— is —	— were —	— will be —
— are —	— am —	— have been —
— was —	— shall be —	— has been —

SECTION 26.

We have seen that we enlarge a subject and an object by adding modifiers. These modifiers are found to be words that describe the subject or the object. Such words are called *adjectives*.

1. The woman has a *lovely* face.
2. We had a *terrific* storm.
3. We have had a *pleasant* evening.
4. The *awful* peal of thunder scared everybody.
5. *Little* drops of water.

Little grains of sand,
Make the *mighty* ocean
And the *pleasant* land.

Notice how the adjectives are used to describe. The selection of suitable adjectives is important.

Name some things that may be described as—

beautiful	homely
ugly	handsome
charming	horrible
pretty	good
juicy	tough
powerful	smooth

Write adjectives that might be used to describe—

a bird	a laugh
a young lady	a noise
a lily	a fall
a picture	a cry
a temple	a gown

SECTION 27

Write sentences, telling the colour of—

coal, silver, cotton, copper.

Write sentences, describing the form of—

a dollar, a blackboard, a circle, a ball.

Fill the following blanks with suitable adjectives:

1. Roses are —.
2. The sky seems —.
3. Winter is —.
4. This lesson is —.
5. The English swallows are —.
6. Is this house —?
7. Is your pencil —?
8. The game is —.
9. My pen is —.
10. Grapes taste —.

SECTION 28

Fill the blanks below with nouns:

- | | |
|---------------------|-------------------------|
| 1. — is blue. | 6. — are amusing. |
| 2. — feels heavy. | 7. The — is strong. |
| 3. The — is square. | 8. Are — delicious? |
| 4. — is elastic. | 9. My — is new. |
| 5. My — are sharp. | 10. Some — smell sweet. |

Arrange the adjectives in the following list in two columns, putting words denoting opposite qualities opposite each other:

EXAMPLE.—right. wrong.

Light, keen, dirty, elastic, rough, stout, clean, smooth, tough, heavy, dull, crooked, slender, inelastic, brittle, straight.

Write the following adjectives in a column, and opposite each word write a word denoting an opposite quality:

sad	faithful	shrewd	narrow
gentle	high	funny	small
careless	cold	thick	late
brave	studious	old	easy

SECTION 29

Write as to what persons or animals may be described as—

peaceable	curious	wise
cruel	gentle	humble
kind	foolish	quarrelsome
dishonest	proud	polite

Use these adjectives in written sentences :

frail	friendly	feeble
graceful	awkward	saucy
courteous	neat	rude
talkative	rainy	fearless

SECTION 30

Make a list of adjectives which you can use in describing—

A banana, a top, a kitten, a stool, a pear, a fan, a book, a cart.

Write sentences, each containing one of the adjectives in the following list :

true	industrious	delightful
rich	loyal	magnificent
helpless	grateful	huge
fiery	pale	interesting
painful	wealthy	wonderful
busy	cheery	elegant
pink	deep	wild
loose	dark	tall
grand	cowardly	boyish

SECTION 31

The adjectives we have studied, described objects by naming some quality. Some adjectives do not describe objects, but point out, or number the objects.

1. *Three hundred* persons went down with the steamer.
2. *Few* soldiers came back alive.

3. *Five* cows are in the field.
4. A *few* lemons are in the market.

Dictation Exercise

The winter storms are past and the flowers begin to bloom. A covering of soft snow falls over the earth. The warm sun melts it, and hangs the melted snow-flakes upon all the naked branches and grasses. The little German children call these drops "Snow Bells."

SECTION 32

Sometimes phrases, or groups of words, are used as adjectives.

1. Cheering words should be spoken.
2. Words of cheer should be spoken.
3. The dark-eyed doll was broken.
4. The doll with dark eyes was broken.

The word *cheering* in the first sentence is changed into the phrase *of cheer*. The two sentences have the same meaning. In the same way *dark-eyed* in the third sentence is changed to *with dark eyes* in the fourth.

Change the underlined words into phrases:

1. The rosy-cheeked child is laughing.
2. The ill-mannered dog was proud of his bell.
3. Picture books entertain the children.
4. A knotty tree stands beside the road.
5. The rose's petals were scattered.

Fill the blanks with phrases :

1. I see the kite — — —.
2. The son — — — is a manly young man.
3. Can you hear the sound — — —?
4. The leaves — — — have turned red.
5. The baby — — — is fast asleep.

SECTION 33

We have been studying how a sentence may be enlarged. The following examples will help us to remember the successive steps we have studied.

1. The boy reads.
2. The boy reads *constantly*.
3. The boy reads *a book* constantly.
4. The *industrious* boy reads a *good* book constantly.

There is another way to enlarge the sentence.

1. The boy reads.
2. The girl reads.
3. The boy and the girl read.

What is the subject of the first sentence? Of the second? What are the two subjects of the third sentence?

When a verb has two or more subjects, it is said to have a compound subject.

Combine each of the following sets of statements into a single sentence having a compound subject. Be sure to make the other changes that are necessary :

1. Cheng is a student.
Wu is a student.
Liang is a student.
2. Liu is stout.
I am stout.
3. The cow is a useful animal.
The horse is a useful animal.
The sheep is a useful animal.
4. Lead is a metal.
Gold is a metal.
Copper is a metal.
5. Grass is green.
Leaves are green.
Ferns are green.

SECTION 34

The predicate may be enlarged in the same way.

1. The boy and the girl read.
2. The boy and the girl study.
3. The boy and the girl read and study.

In the third sentence, we have a **compound predicate**.

Form compound predicates with the following statements:

1. He sleeps well.
He eats well.
2. The dog barks.
The dog growls.
The dog bites.

3. The fire scorches.
The fire burns.
4. The boy dives.
The boy swims.
The boy floats.
5. The painter painted a picture.
The painter sold a picture.

In like manner we may have a **Compound object**.

Form compound objects with the following statements:

1. I read novels.
I read poetry.
2. Shakespeare wrote dramas.
Shakespeare wrote sonnets.
3. The hunter killed a bear.
The hunter killed a wild cat.
The hunter killed a fox.
4. He built a house.
He built a stable.
5. A man has a mouth.
A man has two ears.

Our original sentence, "The boy reads," by the addition of the various modifiers, becomes—

The industrious boy and girl read and study good stories and poems constantly.

SECTION 35

We have seen that adverbs modify verbs. For instance,

The boy reads *constantly*,
constantly is an adverb, and it modifies the verb *reads*,

But adverbs do not always modify verbs. In the following sentences the underlined words are adverbs.

1. The child has a very large orange.
2. Your gown is too short.

In the first sentence *very* modifies *large*. In the second sentence *too* modifies *short*.

Some adverbs modify adjectives.

In the sentences below pick out the adverbs and the words they modify:

1. The tall and very slender birches bent nearly to the ground.
2. Very loud reports were heard.
3. Those mountains are quite high.
4. The exceedingly low rate of wages causes much suffering.
5. The most terrible collision took place yesterday.

Make or find sentences in which adverbs modify adjectives.

SECTION 36

The underlined words in the sentences below are adverbs.

1. You write too rapidly.
2. You write rather badly.

In the first sentence *too* modifies *rapidly*. In the second sentence *rather* modifies *badly*.

Adverbs sometimes modify other adverbs,

In the following sentences point out the adverbs and the words they modify:

1. The lady walked very gracefully.
2. He talks quite freely.
3. The river flows somewhat slowly.
4. Speak more plainly.
5. The mother cried most bitterly.

Make five sentences in each of which an adverb modifies an adverb.

SECTION 37

An adverb modifies a verb, an adjective, or another adverb.

Our original sentence may now be expanded thus—

The most industrious boy and girl read and study very good stories and poems almost constantly.

Enlarge the following sentences by adding one or more modifiers:

1. Birds sing.
2. The rooster crows.
3. The dew sparkles.
4. The pigs are grunting.
5. The ice is melting.
6. Clouds are sailing.
7. The prisoner is crying.
8. Children play.

SECTION 38

In the normal sentence the subject, with its modifiers, comes first, then the predicate and its various modifiers, including the object and its modifiers. A modifier stands before the word which it modifies; however, when the word modified is a noun, *simple* modifiers precede but *compound* modifiers follow it.

(N.B. Compound modifiers are either phrases or clauses.)

EXAMPLES.—A bright, warm day.

A day, of this kind, is enjoyable.

Here, *bright* and *warm* are simple modifiers and precede the word *day* which they modify.

Of this kind is a phrase and follows the word *day* which it modifies.

	<i>adv.</i>	<i>adj.</i>	<i>subj.</i>	<i>adv.</i>	<i>adv.</i>	<i>v:rb</i>
	The	most	industrious	boy	almost	constantly
<i>adv.</i>	<i>adj.</i>	<i>obj.</i>				
very	good	books.				

This is the ordinary order of words in a sentence. But there is no fixed rule regarding this. A sentence may be varied in different ways. Thus the above sentence may become :

The most industrious boy reads very good books almost constantly ; or

Almost constantly the most industrious boy reads very good books.

Change each of these sentences so that its complete subject shall come before its complete predicate :

EXAMPLE.—At night the stars shine.

The stars shine at night.

1. There stands the pagoda.
2. Over the field the farmer goes.

3. Down came the rain.
4. Of speckled eggs the little bird sings.
5. Every night I go to bed.
6. Away galloped the horse.
7. In a pond the lotus grows.
8. High over the hilltops the wall winds.
9. Into the street the people rushed.
10. Among the thickets on the hill bloom the tiny flower.

SECTION 39

Arrange the groups of words below into sentences :

1. Crown, that, uneasy, wears, head, lies, a, the.
2. Admired, are, gentle, greatly, persons.
3. The, when, calls, wind, comes, rain, the.
4. Electric, very, the, run, cars, rapidly.
5. Off, to, away, went, the, mile, boys, river, a.
6. Gentle, all, great, truly, are, men.
7. Close, knelt, by, at, day, of, sweet, her, little, cot, Bell.
8. Until, we, never, the, is, well, water, of, dry, worth, know, the.
9. Difficult, industry, but, makes, sloth, all, makes, easy, all, things.
10. Work, to, straight, he, not, spoke, went, word, a, his, but.

SECTION 40

In section 17 we see that some verbs require an object to make the meaning complete. Certain other verbs take two objects.

EXAMPLE.—Tell me the story.

The verb *tell* in this sentence is followed by two words that modify it, *me* and *story*. *Story* is called the **direct object** of the verb, and *me* is its **indirect object**. The indirect object is one more way of enlarging the sentence.

In the following sentences point out the direct objects and the indirect objects:

1. Do me this favour.
2. We asked him the way to the temple.
3. My friend sent me a photograph of his college.
4. The prisoner offered them his gold watch.
5. Did you ask me a question?
6. Can you send him the message?
7. The people will give the soldiers a hearty welcome.
8. Send the children food.

The indirect object usually stands before the direct object. If the indirect is placed after the direct object, it must be preceded by a preposition. Thus—

Tell me the story, becomes
Tell the story to me.

Change the order of the indirect objects in the above sentences, placing them after the direct objects.

Write sentences containing indirect objects with the following words:

Show, teach, grant, bring.

SECTION 41

Thus far we have studied how the two parts of a sentence may be enlarged by the addition of modifiers. A sentence may further be enlarged by an **independent element**.

EXAMPLE.—*To say the least*, it was very surprising.

To say the least has no connection with the main sentence. A word or a phrase used in this way is said to be independent. Words of interjection and address come under this construction.

Use interjections in place of the following blanks:

1. — I am wounded!
2. — what do I hear?
3. — tread softly.
4. — your lilies are in bloom.
5. — we have won the race.
6. — did you not hear it?

Write sentences, using the following words as interjections:

ah	hark	oh
alas	hurrah	nonsense
behold	O	pshaw

SECTION 42

There are three little adjectives in English that are used constantly. They appear in almost every sentence spoken or written. They are **a**, **an** and **the**, and are called **Articles**.

A is used before a word beginning with a **Consonant Sound**, and *an* before a word beginning with a **Vowel Sound**. Thus we say “*a* horse,” but “*an* animal.”

Place a or an before the following words:

egg	eagle	memory
cart	house	elephant
ode	orange	advantage
oven	turkey	oyster
ornament	image	urn
hill	ounce	apricot

Use a or an in place of the blanks in the following sentences:

1. The house stands on — hill.
2. He is — honest man.
3. He has — axe to grind.
4. Mr. Pao has bought — horse.
5. My being — child was — plea for my admission.

SECTION 43

A horse was stolen.

In this sentence *a* denotes that *one* horse is meant, but it does not point out any particular horse.

The horse was stolen.

The denotes that a particular horse is meant.

Use the proper articles in place of the blanks in the following sentences:

1. Such — law is — disgrace to any state.
2. Repeat — first four lines.

3. Love took up — harp of life, and smote on all — chords.
4. — cat is nimble.
5. — days are calm.
6. — wise son maketh — glad father.

The first sound of a word and not its letter determines whether *a* or *an* is to be used. Notice that the word *useful* begins with the consonant sound of *y*, and that *one* begins with the sound of *w*.

Fill each of these blanks with a or an :

1. — hour.
2. — uniform.
3. — one-inch stick.
4. — useful article.
5. — honoured name.
6. — wonderful lamp.
7. — one-eyed doe.

NOTE.—There is no more common mistake than for the Chinese students to omit the articles. Give additional exercises on the use of the articles if the class needs it.

SECTION 44

“Now, birdie,” said Shu-ping, “we must have some exercise and get our supper.” He tossed a seed into the air. The bird flew up and caught it. Then it returned to his shoulder to eat the seed.

Would the bird do that at first? Oh, no. When he first got it, Shu-ping carried it about in a cage till it got used to him. He next tied a string around its neck and let it perch on a stick he held in his hand.

Then he made the string so long that it could fly for the seeds he threw up in the air. Finally the bird needed no string, but would perch on his shoulder, head or arm. It would fly up many yards to catch the seeds he tossed into the air. It would always return to its master's shoulders to eat its seed, and Shu-ping would pet it.

In your part of the country do the people make pets of birds? If you were in Peking you would see many people with pet birds on the streets.

Write an account of a pet animal or bird you may have.

SECTION 45

Write from memory how Shu-ping tamed his bird.

SECTION 46

The Chinese written language requires no capital letters and no punctuation. The use of capitals and the marks of punctuation are essential in writing English in order to make the meaning plain. Below is a selection written without the marks of punctuation and capital letters.

A fox went out to walk early in the morning one fine day in summer by the side of the road he saw a tree beside the tree grew a beautiful vine which had fastened itself to the sturdy bough the fox saw the purple grapes hanging from the vine and wished to get some for he was very fond of grapes he jumped and jumped but could not reach even the lowest cluster

what do you think i care he said as he went away disappointed everybody knows that your old grapes are sour.

It is hard to get the meaning of these sentences. The same selection punctuated will show how helpful these marks of punctuation are.

A fox went out to walk early in the morning, one fine day in summer. By the side of the road he saw a tree. Beside the tree grew a beautiful vine, which had fastened itself to the sturdy bough. The fox saw the purple grapes hanging from the vine, and wished to get some, for he was very fond of grapes. He jumped and jumped, but he could not reach even the lowest cluster.

"What do you think I care?" he said, as he went away disappointed. "Everybody knows that your old grapes are sour."

SECTION 47

If the proper punctuation marks are left out, the meaning of a sentence may be doubtful. Thus the sentence

Mr. Li lived near his father's house being unhealthy he took a house on the hill,

May mean:

(1) Mr. Li lived near. His father's house being unhealthy, he took a house on the hill.

(2) Mr. Li lived near his father's house. Being unhealthy he took a house on the hill.

(3) Mr. Li lived near his father's house, being unhealthy. He took a house on the hill.

A sentence mispunctuated may become nonsense. Thus the sentence

Cæsar entered, on his head his helmet, on his feet sandals, in his hand his trusty sword, in his eye an angry glare,

May become:

Cæsar entered on his head, his helmet on his feet, sandals in his hand, his trusty sword in his eye, an angry glare.

Similarly the notice:

A captain about to go to sea, his wife requests the prayers of this congregation,

By placing the stop in the wrong place, became

A captain about to go to see his wife, requests the prayers of this congregation.

SECTION 48

So far we have been considering the simple sentence. How is the simple sentence to be punctuated? As a simple sentence contains but one subject and predicate, the comma and the full stop (the period, the question mark and the exclamation mark) are the only marks used in punctuating simple sentences.

Words of the same class in a series are set off by commas: as—

This *calm, cool, resolute* man presented a noble example of daring.

China exports *tea, silk, and porcelain.*

A phrase, unless very closely connected with the word to which it belongs, is set off by a comma: as—

In spite of difficulties, they resolved to make the attempt.

In the succession of phrases, each phrase is set off by a comma: as—

Formed in a close line of battle ahead, on the star-board tack, about twelve miles to leeward, and standing to the south, the combined fleets were seen.

Adverbs like “however,” “indeed,” “therefore,” etc., are generally set off by commas: as—

The story, *however,* was untrue.

Words or phrases in apposition are set off by commas: as—

Lord Li, *the Chinese Minister to Britain,* is the son of Li Hung-chang.

The nominative of address is set off by a comma: as—

Come, *my masters,* let us share.

Every complete declarative or imperative sentence should be followed by the period.

Every question should be followed by the question mark (?).

Every exclamatory phrase or sentence and every interjection, except O, should be followed by an exclamatory mark (!).

SECTION 49

Insert periods where wanted. Place a capital letter after each :

The corn was ground by the miller the father was called by a little girl that fish is caught with a hook the flowers are gathered by Yushan that carving is much admired the lady was nearly stunned snow had newly fallen the sun had just risen the bells are ringing the people are going to the theatre the messenger must return at once this lesson must be learned the boy dared not meet his master the rain may stop soon learn to obey listen to the band open the door help me to work this exercise.

SECTION 50

Insert periods and question marks :

Is the teacher liked have the girls learned their sewing lesson was the thief caught is it hot enough for you was the ship wrecked has the crew been saved should scholars learn is the baby sleeping has he started is the machine running have you many books did you ever see the cotton plant what does a silk cocoon look like the mother lets the girl go home the children ought to mind their books.

"Oh, father," said Yu-ling, "did I not tell you that the rotten orange would make all the other oranges rotten why did you put the rotten orange in the basket" "my son," said his father, "did I not tell you that going with bad boys will make you bad the good oranges are rotten because they were with rotten oranges you will be bad too if you go with bad boys."

SECTION 51

Insert the necessary commas:

I live in Peking the capital of China. That suit was made by Ching-fong the tailor. The children love their nurse Mrs. Wang. The school teacher Mr. Hsia is away. Rome the city of the emperors became a city of the popes. The traitor Tung Cho seized the Imperial power for himself.

I am sorry friend that I cannot accommodate you. Teacher may I go out for a minute? Well sir how is it with you? Tell me my friend all the circumstances. My son forget not my law. O grave where is thy victory? O night and darkness ye are wondrous strong. My good lord ride with us to-morrow.

SECTION 52

Supply commas where necessary:

The Indian monarch stunned and bewildered saw his faithful subjects falling around him. You may if you call again see him. He arrived in spite of difficulties at his journey's end. Mr. Hsia according to latest reports is doing well in the capital. It is true indeed that such things are done. The report however is found to be false. We had until you told us heard nothing of the sort. The man after getting off the train was thrown violently to the ground. It was delightful as we rode along to notice the plentiful harvests. You may be sure therefore that we shall do all in our power for you. We shall hear in the course of time a full account of the meeting.

SECTION 53

Two words of the same order joined by "and" or "or" are not to be separated: as—

I met Liang, Liu and Sung.

In a series of adjectives, the one which stands directly before the noun is not set off: as—

These large, sweet and thin-skiinned oranges sell for fifteen cents per catty.

Supply commas where necessary:

Little drops of water

Little grains of sand

Make the mighty ocean

And the pleasant land.

Will you have tea beer or lemonade? The stationer sold a dozen pencils half a dozen erasers a bottle of ink and a box of writing paper. Faith hope and charity are the Christian graces. The prize will be won by Chang Pao or Yuan. The thirteenth fourteenth and fifteenth of this month will be holidays. His tenants grow rich his servants look satisfied all the young women profess to love him and the young men are glad of his company. My friend Sir Roger being a good churchman has beautified the inside of his church. The rain having stopped we proceeded on our journey. Being a scholar of the old school he has no use for the new learning. When I was running about this town a very poor fellow I was a great arguer for the advantages of poverty but I was at the same time very sorry to be poor.

SECTION 54

Fill the blanks below, inserting the commas where needed:

1. I have — — — — in my desk.
2. — — — — are wild animals.
3. A merchant sells — — — —.
4. I can buy — — — — from the market.
5. Have you seen — — — —?
6. — — — — are cities in China.

Punctuate the following sentences properly:

Plain honest truth wants no artificial covering.
Hsiang-lan is a gentle sensible and well-behaved girl.
The good man was loved esteemed and respected.
His large old-fashioned spectacles frightened the child.
I have a brother a sister and a cousin. I read a story
a poem and an essay.

SECTION 55

In punctuating a complex sentence, when the main divisions are long, and the parts are set off by commas, the **semicolon** may be used to separate the main divisions: as—

When snow accumulates on the ground in winter, it is useful in keeping the earth at a moderate degree of cold; for, where the snow lies, the temperature of the ground beneath seldom falls below the freezing point.

Semicolons should separate the members of compound sentences, if the connective is omitted, or if their parts are separated by commas: as—

Straws swim upon the surface ; pearls lie at the bottom.

Supply semicolons where necessary :

Milton, it is said, inherited what his predecessors created he lived in an enlightened age he received a finished education and we must therefore, if we would form a just estimate of his powers, make large deductions in consideration of these advantages.

The man, having perfected his plans, set to work at once but difficulties, not anticipated, confronted him.

The wind howled the waves beat against the shore the small boats in the harbour reared and plunged.

He gives us the shape, the sound, the colour, the smell, the taste he counts the numbers he measures the size.

NOTE.—Review the nature of the complex sentence and the compound sentence.

SECTION 56

Quotation marks are used when the direct words of another speaker or writer are introduced.

EXAMPLE.—The general said, "This is our greatest victory."

A quotation is said to be **direct** when the exact words are given ; it is said to be **indirect** when the substance is given, but not the exact words.

EXAMPLES.—"Kindness makes all animals intelligent," said Yushau.

Yushan said that kindness makes all animals intelligent.

A direct quotation always begins with a capital letter.

The titles of books are generally placed within quotation marks.

EXAMPLE.—Williams wrote "The Middle Kingdom."

A quotation within a quotation is marked by a single quotation mark.

EXAMPLE.—The girl sang "The enemy said 'I will pursue, I will overtake, I will divide the spoil.'"

Change the direct quotations into indirect:

He said: "There is gold in this old river-bed."

My friend writes: "I am going to Canton this winter."

"I have to work for a living," said the ant.

"The goose is fat and tender," thought the fox.

Put in quotation marks where they are needed:

Who wrote Robinson Crusoe?

The Pilgrim's Progress is an interesting book.

Our Little Chinese Cousin was written by Isaac Taylor Headland.

May I take The Jungle Book?

SECTION 57

Punctuate the following sentences:

We live in an old beautiful and interesting town. Nevertheless strange stories got about. The general having rallied his soldiers led them forward. Nelson's last signal was England expects every man to do his

duty. Truth freedom and virtue are the noblest possessions. The Lord said unto Satan whence comest thou? Oh stay the maiden said and rest. Can you come with me to-morrow. Ivanhoe is one of Scott's best novels. The father said Remember the proverb Keep not evil men company lest you increase the number. Any news from home

SECTION 58

Correct the punctuation:

She lived in a fine house. With large stone lions in front of the gate. That looked. As if they wanted to eat. Every child that came near them. She often told her nurse. That when she grew up. She was going to give her a big house. And not let her live in a small back room. Because nurse she used to say. You will be old. When I get to be a lady And perhaps stiff. And I will take care of you then. As you take care of me now. Hey this little child. The old nurse would say to herself. She is always thinking of others. And never of herself.

During the long struggle. Between Britain and France. Two old ladies were discussing the war. As they went to church. One said. Is it not wonderful. That the British always beat the French. Not at all. Answered the other. Don't you know. That the British always say their prayers. Before going into battle. But replied the first. Can't the French say their prayers as well. Tut tut. Said the second. Poor jabbering bodies. Who can understand them,

SECTION 59

One day many boys were playing together. By accident one of them fell into a large crock of water. The boys scattered in every direction and called for help.

There was one boy, however, who kept his presence of mind. He picked up a large stone; he struck the crock a blow, and he made a hole in it. The water all ran out. In this way, he saved the life of his playmate.

Read the above story, and write it in your own words.

SECTION 60

Write a short story similar to the one above about some incident you know.

SECTION 61

Write the following selection from dictation, paying attention to the punctuation :

A wolf, coming to a brook to drink, saw a lamb standing in the stream, some distance away. He made up his mind to kill her, and at once set about finding an excuse.

"Villain," he said, "how dare you dirty the water which I am drinking?"

The lamb answered meekly, "Sir, it is impossible for me to dirty the water you are drinking; the stream runs from you to me, and not from me to you."

"Be that as it may," replied the wolf, "you called me bad names a year ago."

"Sir," pleaded the lamb, "you are mistaken; a year ago I was not born."

"Then," said the hungry beast, "if it was not you it was your father, and that is as bad. It is of no use trying to argue me out of my supper."

Thereupon he fell upon the poor lamb and ate her up.

SECTION 62

Yes and *no* are two important words. Either of them may express the thought of a complete sentence. Thus—

"Is this your book?" "Yes."

"Is this your pencil?" "No."

The reply, "Yes," is equivalent to saying, "That is my book," and "No" is the same as saying, "That is not my pencil." "Yes" affirms that a thing is so, while "no" denies the truth of it. The Chinese students often confuse the two. In such a sentence, "Your teacher has not come yet, has he?" if the reply is "yes" it means that the teacher has come. If the teacher has not come, the reply should be "no."

"Has your teacher come?" "Yes."=The teacher has come.

"Has your teacher come?" "No."=The teacher has not come.

"Your teacher has not come yet, has he?" "Yes."=The teacher has come.

"Your teacher has not come yet, has he?" "No."=The teacher has not come,

Determine what the following replies mean :

"Did you not receive my note?" "Yes."

"Is autumn dying?" "Yes."

"Do you expect him?" "No."

"Will you go?" "Yes."

"He has paid you, has he not?" "Yes."

Write five sentences in reply to written questions, using yes or no in each reply.

SECTION 63

English words are divided according to the syllables. Words of a single syllable cannot be divided. It would be a mistake to write "wa-" on one line and "sh" on the next line in writing the word "wash," because there happens to be no room at the end of the line. It is also incorrect to divide "washing" into "wa-" and "shing," because "wash" is a word of one syllable and "ing" is another syllable added to it. English words are not to be divided at random to suit the convenience of the page. In case of doubt as to how a word is to be divided, the safe thing to do would be to consult a good dictionary. Such words as *thought, though, school, straight, tongue, scheme, dream, floor,* though somewhat long, cannot be divided. On the other hand, such words as *only, ever, alas, indeed, truly, baby, lily, wily, ivy, even, open, iron, table, papa, lion,* though short, are of two syllables.

Sometimes the accent of a syllable determines how a word is to be divided. The word *present* when used

as a verb is divided into pre-sent', because the accent is on the last syllable, whereas, when used as an adverb or noun, it becomes pres'-ent, as the accent is on the first syllable.

Divide the following words; making use of the dictionary if necessary:

Preterite	predicate	exercise
progress (v.)	progress (n.)	sentence
record (v.)	record (n.)	progeny
practice	preposition	English
indicative	indignant	indolence
phenomenon	promote	promise
profit	profess	proper
propel	recipe	reception
recompense	reconcile	recollect (v.)
recollect (n.)	reconsider	

SECTION 64

Some sentences are made interrogative by the use of an interrogative word. If the subject of a sentence is an interrogative word, the declarative order is followed. As—

Who will go?

Where is the blackboard?

Some interrogative sentences are made interrogative by their arrangement. In these sentences the subject follows the verb or the first of the verbs when the predicate is a compound one.

For example—

Have I done the right thing?

Speaks he thus of the king?

Scorn they our offer?

Do they not think too little who talk too much?

Change the sentences below into interrogative sentences :

Disease and death are hidden in the cup.

The sword pierced his heart.

His heart is better than his head.

You will find the violet in shady nooks.

The farmer plows in the spring.

The man that finds wisdom is happy.

He could look down the park from the hall door.

There are about ten thousand foreigners in Shanghai.

The bullets began to whistle past them.

All men strive to excel.

SECTION 65

Two boys found a nut in the woods, and both wanted it. They quarrelled over it and became quite angry. By-and-by a man came along, and they gave him the nut to divide for them. He opened the nut, and gave each boy a half of the shell, but kept the kernel himself.

Write a similar story about two dogs, a bone, and a fox.

SECTION 66

Write another such story about two kittens, a bird and an old cat.

SECTION 67

Nothing is more perplexing to the Chinese student in learning English than the management of the verb; so we shall devote some sections to its consideration.

A verb must agree in number with its subject.

Mistakes are often made in using the plural for the singular form of the verb, and the singular for the plural.

Rule 1. A subject containing two or more parts used together as one subject should have a plural verb. As—

The boy and the girl are in the same class.

Rule 2. When the singular pronouns *each, every, either, neither* and *many* precede the subject, a singular verb must necessarily be used.

Every one of these letters has been written by me.

Rule 3. Words joined to a subject by a preposition do not affect the number of the verb, as—

China with all her natural resources is entering the manufacturing stage of her history.

SECTION 68

Determine the correct number of the verbs in the following sentences:

Neither of these gentlemen (like) this country.

His conversation and behaviour (indicate) that he is of a quiet disposition.

Neither Chu nor Hsu nor Hsie (was, were) present. His spirit and method (was, were) calm.

The lack of speed and form (disappoint) the spectators.

Neither (was, were) aware of the danger.

In this historic ground (lie) many a brave heart.

Her army as well as her navy (is, are) crippled.

The Russian general with all his soldiers (was, were) compelled to surrender Port Arthur.

He did not know where I or my friend (was, were).

In these words (lie) the secret.

Everyone of the words underlined (was, were) used incorrectly.

The circumstances in the case (is, are) so remarkable as to arouse suspicion.

Does the misery, poverty, and loss of self-respect produced by opium smoking (grow) less?

A fresh consignment of books (has, have) been received.

This is not to be wondered at when the number of men (is, are) taken into consideration.

Nobody but fools (make) such a bold statement.

Every page of his books (contain) facts worth remembering.

Wu with his bride (leave) for America to-day.

There everybody who is anybody, down to the very schoolboys, (wear) a uniform.

SECTION 69

Select the proper form of the verb in the following sentences:

We have wiped away the tears which pity (has, have) engendered.

The train and the crew (was, were) injured.

Six dollars per month (is, are) the average wages of a labourer.

(Is, are) either of you going?

One or more trams (has, have) passed while we have been talking.

Neither beauty nor her mistress (was, were) to be taken in.

The conduct of the soldiers (deserves, deserve) all praise.

The carriage with its occupants (was, were) injured.

The captain and all his crew (was, were) lost.

Three months' wages (is, are) unpaid.

Nothing but the sincerity of the speakers (gives, give) them the victory in debate.

Either of these books (is, are) interesting.

Chang with a number of other men (was, were) engaged.

Neither Liu nor Kung (is, are) present to-day.

The appearance of the many long gowns worn (shows, show) that the people of Shanghai are well off.

Nothing but silk and embroidery (is, are) for sale in this store.

Many a man (has, have) said so.

Neither of the boys (was, were) skilful.

A man and his son (was, were) arrested.

A comparison of the materials which Defoe worked up into the "Life and Adventures of Robinson Crusoe" clearly (proves, prove) that.....

Neither of the servants (is, are) satisfactory.

This is one of the problems that (bothers, bother) me.

SECTION 70

A relative pronoun agrees with its antecedent in number and person. A verb agrees with its subject in number and person. Therefore when the subject is a relative pronoun, the verb agrees with the antecedent in number and person.

This is one of the most important cases that has been tried.

The verb in the relative clause in this sentence is incorrect because the antecedent — *cases* — is plural, while the verb — *has been* — is singular. The sentence should read

This is one of the most important cases that have been tried.

Determine the correct number of the verbs in parentheses.

His is one of the best books that (has, have) been written on the subject.

There is not one of his poems that (is, are) not worthy of careful study.

Many of those rooms (overlooks, overlook) the garden.

She is the only one of the girls that (is, are) really studious.

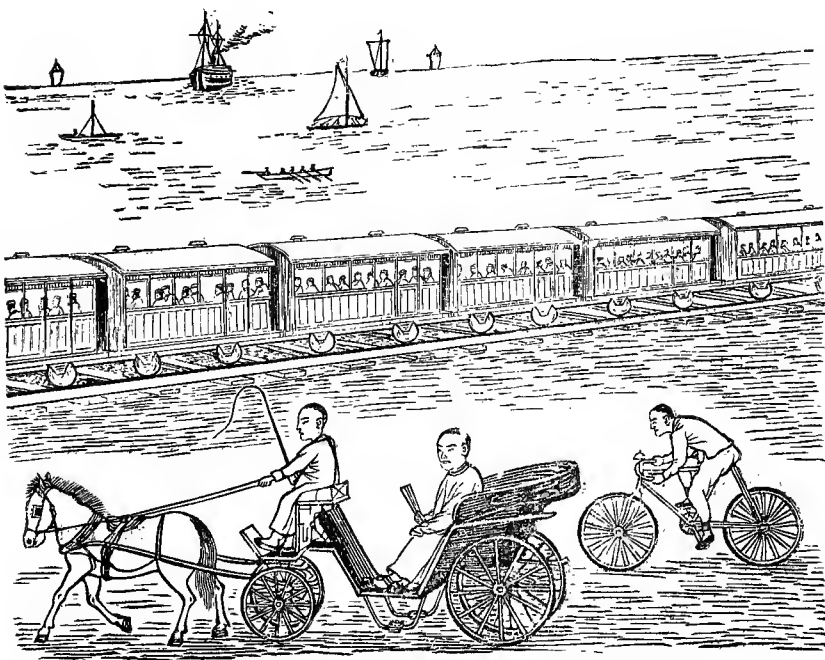
Carbon is one of the substances that (is, are) difficult to fuse.

Some of the best books that (has, have) been written in recent years (is, are) on our shelves.

I am one of those who (is, are) unable to appreciate this.

This is one of the many streets in the town that (is, are) a disgrace to the authorities.

SECTION 71



Study the picture, and write a composition on your study. Perhaps the following questions will help you.

TRANSPORTATION.

How many kinds of vehicles can you see in this picture?

What animal pulls the open carriage?

Are there horse carriages in your city?

Did you ever see a train of cars?

Can you go fast on a train?

On what does the train run?

What pulls the train?

Can you see the man riding the machine of two wheels? What is the machine called?

What kinds of boats are on the sea?

How do we carry things on water?

How do men make the row boat go?

Can the sailboat go very fast?

Where do steamers go?

SECTION 72

The present and past tenses will offer no special difficulties, though the student may need special drill in the form of the past tense. The present tense denotes present or general time. The past tense denotes a particular past tense.

Past tense of the verb *to have*.

<i>Singular.</i>	I had.	You had.	He (she or it) had.
------------------	--------	----------	---------------------

<i>Plural.</i>	We had.	You had.	They had.
----------------	---------	----------	-----------

Past tense of the verb *to be*.

<i>Singular.</i>	I was	You were.	He (she or it) was.
------------------	-------	-----------	---------------------

<i>Plural.</i>	We were	You were,	They were,
----------------	---------	-----------	------------

The past tense of regular verbs is formed by adding *ed* (or *d* only, if the verb ends in *e*). When the verb ends in *y* (preceded by a consonant), the *y* is changed to *i*. As—

Try, tried; study, studied; want, wanted; live, lived.

Past tense of the verb *to walk*.

Singular. I walked. You walked. He walked.

Plural. We walked. You walked. They walked.

Fill the blanks below with proper verbs:

Last month we — a vacation.

Three months ago they — a book.

Yesterday I — dinner in a restaurant.

— you a horse?

I — not a horse now, but I — one last year.

— you any rice in your shop yesterday?

Which book — you yesterday?

What — your friend in his hand an hour ago?

Last year my cat — several kittens.

How many coats — you in your box?

I — only one coat in my box now, but a few months ago I — a great many.

Fill the blanks below with proper verbs:

You — in Soochow yesterday.

They — in Woosung yesterday.

You — in Peking last year.

He — in our school the day before yesterday.

They — in Shanghai the month before last.

I — absent yesterday.

The man who — in the carpenter's shop — my uncle.

None — absent to-day, but several — absent yesterday.

— there any student in the library?

There — none in the library now, but there — some a short time ago.

— you desirous of walking in the garden yesterday?

— there many foreigners in China fifty years ago?

How old — you on your last birthday?

— your books and slate on the floor a few hours ago?

My books — on the floor a few hours ago, but my slate — not.

There — two hundred students in our school last year, but now there — two hundred and fifty.

The bow and arrows which your friend — yesterday — his own.

SECTION 73

Fill the blanks below with proper verbs:

— you wish to go abroad to study?

— you visit your uncle yesterday?

— you try to write an English letter yesterday?

My brother and I — in the garden yesterday.

I — in the garden every day.

Where — you live last year?

How much rice — the merchant import last year?

— you see my father yesterday?

When — you study?

We — every day.

We — last night.

Write ten sentences in the past tense.

SECTION 74

The progressive form of the verb shows that the actions which it represents are going on. The present tense, progressive form, denotes a present action. The present tense, simple form, denotes a general habit. As—

What are you doing now? }
I am writing my composition. } progressive form.

When do you use foolscap paper? }
I use foolscap paper for examinations. } simple form.

Are doing and *am writing* are in the progressive form. *Doing* and *writing* are the present participles. The present participle of a verb is formed by adding *ing* to the present infinitive. The progressive form of a verb is made up of the present participle of the verb and one of the forms of the verb to be; as, *am*, *are*, *is*, *was*, *will be*, *has been*, *had been*, *might have been*, etc.

Progressive form of the verb *to walk*.

PRESENT TENSE

I am walking.

You are walking.

He (she or it) is walking.

We are walking.

You are walking.

They are walking.

PAST TENSE

I was walking.	We were walking.
You were walking.	You were walking.
He (she or it) was walking.	They were walking.

FUTURE TENSE

I shall be walking.	We shall be walking.
You will be walking.	You will be walking.
He (she or it) will be walking.	They will be walking.

*Change—**To—*

- | | |
|--------------------------------------|----------------------------------|
| 1. They waved a flag. | 1. They were waving a flag. |
| 2. I sang a song. | 2. I — — a song. |
| 3. The sun shines. | 3. The sun — —. |
| 4. Did it shine? | 4. Was it —? |
| 5. How he laughs! | 5. How he — —! |
| 6. The man coughed. | 6. The man — —. |
| 7. The boys play ball. | 7. The boys — — ball. |
| 8. Does your friend go
to school? | 8. — your friend — to
school? |
| 9. I study English. | 9. I — — English. |
| 10. You study music. | 10. You — music. |

SECTION 75

Add ing to form the present participle:

Add, see, bless, ring, sink, buy, do, go, think, teach.

Drop final e and add ing:

Bite, use, ride, rise, raise, love, taste, become, give,
change.

Double the final letter and add ing :

Run, dig, swim, stop, begin, put, refer, knit, win, get.

Form the present participle of :

Meet, set, fit, help, encourage, charge, hear, flow, fly, cry, take, translate, speak, catch, bring, ask, leave, please, stay, compel, travel, sum, dine, din, seem, intend, fire, climb, strive, spin, split, lose, hit, flee, cut, eat, dare, bid, bite.

SECTION 76

The complete or compound tenses are especially confusing to a beginner. The student must bear in mind that this or that tense is used because, in an English verb, each tense expresses a different shade of meaning.

The perfect tense denotes that the action of the verb is complete at the time of speaking. It is formed by prefixing *have* to the past participle. As—

I have written my composition.

He has folded the paper.

The pluperfect tense denotes that the action was completed at some point in past time. It is formed by prefixing *had* to the past participle. As—

When I arrived at the station, the train *had left*.

After the students *had taken* their seats, the exercises began.

The future perfect tense denotes that the action will be completed at some point of future time. It is formed by prefixing the future tense of *have* to the past participle. As—

The tender will sail before I *shall have reached* the jetty.

In the following sentences give the tenses of the verbs :

All shyness and embarrassment had vanished.

He had lost his way in the woods.

Thousands had sunk to the ground.

His passion has cast a mist before his sense.

The surgeon has set my arm skilfully.

You will have finished your work by Saturday.

A storm of rain and snow has come on.

We had left our two servants at Tientsin

The wind has howled all day.

The great tree has fallen.

SECTION 77

In the sentences below change the verb to the perfect tense:

I come to stay.

We wish that it would rain.

They rush on ahead.

He pleads earnestly for the release of the prisoner.

The mafoo drives the horse hard.

Our men besiege a fortress.

The moonlight creeps down the hillside.

The wolves howl all night.

The ships toss to and fro.

He bows to every man.

The boy kicks the ball.

The swallows build their nests on the roof.

Change the verbs below to the pluperfect tense:

My brother has gone home.

I have a house of my own.

I received a good long letter from America.

Do you hear my bird sing ?

I cut it with a knife.

The tiger ate a man.

He left the city yesterday.

The teacher forbade the children to talk.

You gave some rice to the poor man.

The carpenter makes a table.

I read this book when I was in Hongkong.

The man rises in the morning.

SECTION 78

The different forms of the subjunctive mood are very confusing. However, these fine distinctions depend upon the shades of meaning which a speaker wishes to express, and the subjunctive mood is not often used in modern English, except in sentences where some form of the verb *to be* occurs. So not much attention need be paid to the many perplexities which this mood presents. The main forms of the subjunctive mood may be seen in the following table.

PRESENT TENSE

If I be.	If you be.	If he be.
If we be.	If you be.	If they be.

PAST TENSE

If I were.	If you were.	If he were.
If we were.	If you were.	If they were.

"If" usually introduces the sentence in which the subjunctive occurs. As—

If this *be* true, I am disappointed in my friend.

In other verbs the subjunctive active has the same forms as the indicative, except in the third person singular of the present tense, which is like the first person.

Indicative.

I find.

You find.

He finds.

Subjunctive.

If I find.

If you find.

If he *find*.

If a condition expresses what is impossible, improbable or very uncertain, present, future or general time is expressed by the past tense of the principal verb or the past tense of an auxiliary verb followed by the present infinitive of the principal verb. As—

If a man had wings he could fly.

If I went away, I would not stay.

If I did not pass the examination at the end of this year, my father would be much displeased.

If the ice were a little stronger, I would cross the river upon it.

Pigs might fly if they had wings.

If a condition expresses what is impossible, improbable, very uncertain, or contrary to fact, past time is expressed by the pluperfect tense of the principal verb or the past tense of the auxiliary verb followed by the perfect infinitive of the principal verb. As—

He would not have come, unless he had been invited.

If I had been you, I would not have done so.

I would have helped him, if he had tried to help himself.

If I had seen a tiger I should have killed it.

If you had loved your parents you would have obeyed them.

SECTION 79

It is easy for beginners to confuse the past tense and the past participle. Never say "He come yesterday" for "He came yesterday." Never say "He has went" for "He has gone."

Notice that *has*, *have*, *is*, *are*, etc., are used with *done*, *gone*, and *seen*, but not with *did*, *went*, and *saw*.

The grammatical rule is that when the auxiliary used is either the verb "to be" or "to have," the principal verb must be a participle, all other auxiliaries are followed by the present infinitive. The verb "to have" is always followed by the past participle. The verb "to be" is followed by the present participle when the subject is active, by the past participle when the subject is passive.

Have you done anything wrong?

The cat did no harm.

The beggar was seen on the street.

The sailors saw the ship go down.

*Make five sentences, using **done** with **has**, **have**, **is**, **was** and **were**.*

*Make five sentences, using **did** as a complete verb.*

SECTION 80

Make ten sentences, using gone and seen with has, have, is, was and were.

Make ten sentences, using went and saw as complete verbs.

SECTION 81

Chinese students need constant reminding that the verb in the indicative mood, present tense, third person, singular number, ends in s. We say "He does," but not "He do;" "He writes," and not "He write."

Fill the following blanks with verbs in the present tense.

The river — its banks.

The boy — across the river.

The bell — as the servant — the lamp.

The catcher — the ball at the player who — it.

The wind — fiercely, and the mate — out
"Ship ahoy!"

The water — before I —.

He — in and — down.

He — out and — to the post office.

The bird — away as the robbers —.

As he — up he — the clerk — down the gown.

Who — it? Are you sure he — it?

Water — down-hill.

SECTION 82

Don't should never be used with a subject of the third person singular.

*Fill the blanks in the following sentences with **don't** or **doesn't**:*

He — know me.

Yushan and Kweilin — know where I am.

We — wish to go.

They — care for this.

It — matter.

He — look comfortable.

Our school — close till June.

Why — they start?

Why — Wang speak louder?

— it seem strange that they — care when they fail?

Probably he — understand you.

It — look like a hard job.

SECTION 83

In the following sentences substitute for the blanks the proper forms of verbs in the present tense:

Tea — in China and Japan.

Bananas — in the Philippines.

I — the floor.

The servant — the rice.

The farmers — the field.

A spider — eight legs.

You — oranges.
The pupils — English.
She — a present to her friend.
The highest mountains — in Asia.
The sun — brightly.
Maury Chinese — in Formosa.

SECTION 84

Complete the following sentences with verbs in the present tense:

The soldiers —.
He — me a knife.
She — English.
You — your cup.
The water buffalo — grass.
We — the rainbow.
You — your lesson.
I — the letter.
The engine — fast.
The fly — the horse.
The sailors — much trouble on shore.
It — all right.
The children — too noisy.

SECTION 85

It is important to keep to one tense. It matters not what tense you use; but whatever tense you use you should stick to it, and not jump from one to the other. The following sentence is faulty.

The juggler went on the platform and begins to perform. The last verb should be "began," so as to agree with "went" in tense.

Copy the following selection. See that the verbs agree in tense :

One day, when the five white eggs had changed to five little larks, a proud lion came forth to walk in the meadow. He walked very haughtily, and shakes his mane and waves his slender tail. As he walks on, the lark saw that her nest lays in his path, and that he is about to tread upon it. "O mighty Lion," says the lark, "Have pity on a weak bird, and spare her nest." But the lion replies, "Your nest is in my way. How can I step aside for you?" and he trod upon the nest, and crushes it.

Then the lark flew up towards heaven. "Dear God," she cries, "See how the lion has abused his power and strength. I cry to you to punish him." The cries of the lark are carried by the winds, and the birds and insects gather to comfort her. Among them come the falcon and a swarm of gnats. The falcon says to the gnats, "Find the lion, and torment him. Bite him about the eyes till you blind him. Then I will swoop down and tear his flesh with my talons." The gnats gladly obey the falcon, and the lion is so tormented by the gnats and so torn by the falcon that he died.

SECTION 86

Reproduce the story in section 85 in your own words, writing it in the present tense.

SECTION 87

The formation of the past tense of the regular verbs generally offers no difficulty to the Chinese students, but the irregular verbs are very troublesome. There is no help for this; a student has to commit to memory the principal parts of these verbs. The auxiliaries *have*, *has*, and *had* are used with the perfect participle. We must not use the past tense with these auxiliaries.

Commit to memory :

<i>Present tense.</i>	<i>Past tense.</i>	<i>Past Participle.</i>
bite	bit	bitten
see	saw	seen
sing	sang	sung
fly	flew	flown
come	came	come
go	went	gone
eat	ate	eaten
drink	drank	drunk
run	ran	run
ride	rode	ridden

EXERCISES

I

Copy the following sentences, using the verbs go and eat in place of the blanks. Use the right tense in each sentence :

- | | |
|-------------------|----------------------|
| 1. I — now. | 1. I — it now. |
| 2. I — yesterday. | 2. I — it yesterday. |

- | | |
|-----------------------------|--------------------------------|
| 3. I — — to-morrow. | 3. I — — it to-morrow. |
| 4. I — — often. | 4. I — — it often |
| 5. I — — before he
came. | 5. I — — it before he
came. |

II

Change I to you, and use come and drink.

III

Change I to he, and use run and bite.

IV

Change I to we, and use ride and see.

V

Change I to they, and use fly and sing.

SECTION 88

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
ring	rang	rung
sting	stung	stung
slide	slid	slid
hide	hid	hidden
buy	bought	bought
bring	brought	brought
catch	caught	caught
find	found	found
swim	swam	swum
sink	sank	sunk

SECTION 89

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
tell	told	told
show	showed	shown
hear	heard	heard
read	read	read
write	wrote	written
speak	spoke	spoken
say	said	said
know	knew	known
feel	felt	felt
think	thought	thought

SECTION 90

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
do	did	done
get	got	got
hold	held	held
give	gave	given
lend	lent	lent
pay	paid	paid
take	took	taken
send	sent	sent
sell	sold	sold
steal	stole	stolen

SECTION 91

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
forget	forgot	forgotten
keep	kept	kept
lose	lost	lost
make	made	made
break	broke	broken
drive	drove	driven
spring	sprang	sprung
begin	began	begun
feed	fed	fed
hurt	hurt	hurt

SECTION 92

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
hang	hung	hung
fall	fell	fallen
strike	struck	struck
stand	stood	stood
sleep	slept	slept
kneel	knelt	knelt
throw	threw	thrown
cut	cut	cut
hit	hit	hit
draw	drew	drawn

SECTION 93

Study the following list of irregular verbs in the same way as the first list was studied.

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
lie	lay	lain
lay	laid	laid
sit	sat	sat
set	set	set
rise	rose	risen
teach	taught	taught
let	let	let
leave	left	left

Lie, sit, and rise are intransitive, and *lay* and *set* are transitive. Examples—

The hat lay on the floor yesterday.

How long do you lie abed in the morning?

My mother now lays her hand on my head.

The boy has laid his books away.

I lay down to sleep last night.

The servant set the dishes on the table.

The children sit in their chairs.

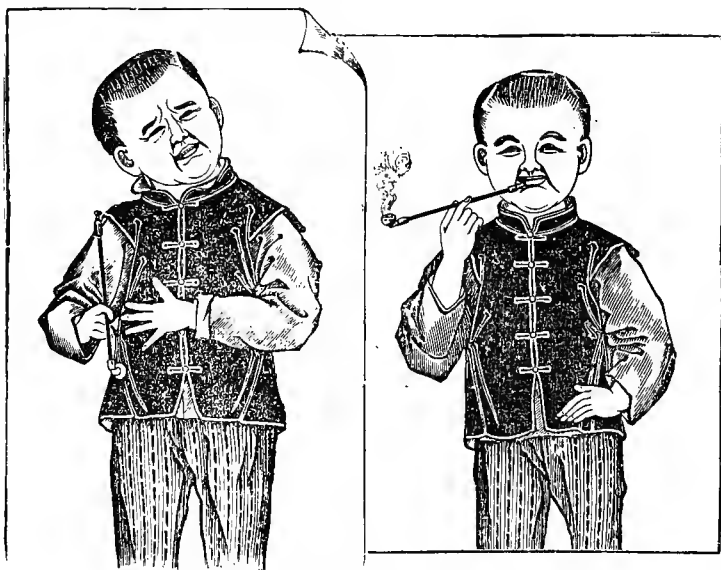
SECTION 94

Write what you can on the pictures on the next page.

How does the boy look in the right-hand picture?

What is he doing?

How does he look in the left-hand picture?



The expression on his face and the position of his hands indicate what ?

Why is he pained ?

What lesson can we learn from these pictures ?

SECTION 95

Study the following list of irregular verbs in the same way as the first list was studied :

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
fight	fought	fought
shoot	shot	shot
stick	stuck	stuck
dig	dug	dug
build	built	built
meet	met	met

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
lead	led	led
stay	s ayed	st ayed
shine	shone	shone
seek	sought	sought

SECTION 96

Study the following list of irregular verbs in the same way as the first list was studied :

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
choose	chose	chosen
freeze	froze	frozen
swear	swore	sworn
tear	tore	torn
wear	wore	worn
bid	bade	bidden
shake	shook	shaken
blow	blew	blown
grow	grew	grown
put	put	put

SECTION 97

Study the following list of irregular verbs in the same way as the first list was studied :

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
wind	wound	wound
grind	ground	ground
swing	swung	swung
wring	wrung	wrung
win	won	won

<i>Present Indic.</i>	<i>Past Indic.</i>	<i>Past Participle.</i>
bend	bent	bent
beat	beat	beaten
bleed	bled	bled
burst	burst	burst
become	became	become

SECTION 98

Correct the mistakes in the following sentences:

I laid awake and listened.

He has laid down.

How still she lays!

They set down.

He has set there often.

The sun has rose.

Fill the blanks below with lie, lay, sit, set, etc.

Mother — the baby in the cradle an hour ago.

The boys have — their coats on the grass.

The soldiers were commanded to — down their arms.

Let the book — on the table.

The hen — an egg yesterday.

The pencil — on the desk for a whole week.

How long do you intend to — there?

The children — in their chairs an hour ago.

The gardener has — the trees in a row.

Do not — the pitcher so near the edge of the table.

The table was — early to-night.

How long has the bird — on her eggs?

SECTION 99

Correct the mistakes in the following sentences:

She has bit it.	It has fell.
He had ate it.	We drewed it.
They have sang it.	She has hid it.
We have drank it.	I have wrote it.
He catched it.	She knowed it.
It has sank.	He give it to me yesterday.
He has spoke.	They had stole it.
I have did it.	He has broke it.
She has took it.	They have began it.
I had forgot it.	I throwed it.
She begun it.	He has drawed it.

SECTION 100

Write a composition about your school, making use of this outline:

1. Name.
2. Situation.
3. History.
4. Subjects taught.
5. Games.
6. Your impressions of it.

SECTION 101

In declarative sentences *shall* is used in the first person and *will* in the second and third persons to express simple futurity. As—

I shall go.

We shall go.

You will go.

You will go.

He will go.

They will go.

To express futurity and promise or determination on the part of the speaker, *will* is used in the first person and *shall* in the second and third persons. As—

I will go.

We will go.

You shall go.

You shall go.

He shall go.

They shall go.

The following sentences express simple futurity:
Some day I shall be a man.

We shall be men.

You will be a man.

She will be a woman.

The following sentences express determination, promise, desire, etc.

I will lend you five dollars.

You shall have five dollars if you run this errand.

You shall never see him again.

He shall leave the house instantly.

In the second person *shall you?* not *will you?* is the proper form of the future tense in questions. *Will you?* always denotes willingness, consent, determination, and never simple futurity.

SECTION 102

Fill the blanks in the sentences below with **shall**, and again with **will**, and tell the difference in meaning of the sentences so made:

He — not leave here until he pays his bill.

I — be there to meet you.

He — be brought to justice.

He — come as soon as he can.

Yushan says he — soon be at the head of his class.

You — find that you are mistaken.

*Fill the blanks in the following sentences with **shall** or **will**, and explain why you select the auxiliary that you do:*

I — be drowned; nobody — help me.

The lesson — be so easy that I — not need to study it.

I — be much obliged to you if you — do it.

The teacher says that the class — take that lesson again.

If they do not come soon, we — not wait for them.

Do you think it — rain this afternoon?

Are you not afraid that you — select the wrong auxiliary?

SECTION 103

*Express the thought in each of the following sentences by means of a verb-phrase with **will** or **shall**:*

I am determined to learn my lesson. (I will or I shall?)

I am willing to accompany you. (Will or shall?)

You are sure to fall if you climb that tree. (You will or you shall?)

I am sure to fall if I climb that tree. (I will or I shall?)

He is not to go home till he has learned his lesson. (He will not or he shall not?)

We agree to lend you fifty dollars. (We will lend or we shall lend?)

We are going to lend you fifty dollars, as a matter of fact. (We will or we shall?)

*Fill the blanks with **shall** or **will** as the sense requires. Give your reason for selecting one or the other word. In some cases either may be used.*

I — be late if I stay any longer.

I — be tired by night.

We — try to do our best.

We — not be guilty of such a crime.

We — give you what you need.

I — send a letter to him at once, since you wish it.

He — misspell his words, in spite of all I can say.

They — not be captured if I can help it.

They — catch nothing if they fish in that stream.

I — catch one fish if I have to stay here all day.

I — catch cold in this place.

I — ride as fast as I can.

SECTION 104

Should and *would* are the past tenses of *shall* and *will*, and in the main the same distinction in their use should be made as in these verbs. *Should* is sometimes used to signify obligation, and *would* to show custom or desire. As—

You should learn to write a better hand.

The sparrow would come and eat up my seeds.

If you are in doubt whether to use *shall* or *will*, it is safer to use *shall*. If you are in doubt whether to use *should* or *would*, it is usually safe to use *would*.

*Fill the blanks in the following sentences with **should**, and again with **would**, and explain the difference in the meaning of the sentences so formed:*

He said she — not do it.

If they — come, we could order something from the restaurant.

Ching-fong said he — not go to school if they — move to another town.

The teacher thought there — be a change in his conduct.

*Fill the blanks in the following sentences with **should** or **would**, and give a reason for your selection:*

I — like to know why I cannot do this.

I — feel hurt if he — say that to me.

If they — come, we — not go.

I told him I — be pleased to have him call again.

— you do it, if you were in my place?

If he — invite you, — you go?

Though he — leave me, yet — I trust him.

I — scarcely expect any reward, no matter what he — promise me.

SECTION 105.

The idea of voice should present no difficulties to the Chinese students, and yet sentences like "It was contained summer clothes," are frequently met with in their compositions. Students would overcome this fault by remembering that the passive voice of nearly all verbs has no object, and by remembering the form of the passive voice of the verb. The passive voice of a verb is expressed by a verb-phrase made by prefixing some form of the copula (is, was, etc.) to the past participle of the verb.

Active voice: The tailor makes the coat.

Passive voice: The coat is made by the tailor.

In the second example above, the passive is expressed by *is made*, a phrase consisting of (1) the copula *is* and (2) *made*, the past participle of the verb make.

When a sentence is changed from the active to the passive voice, the subject of the verb in the active voice becomes the agent, the object of the verb becomes the subject.

Rewrite the following sentences, changing the verb in the active voice to the passive, and those in the passive to the active:

Yung-lo laid the books on the table.
These mountains have been crossed by travellers.
We told the story to our friends.
The glass was broken by the servant.
The carpenter builds houses.
The lady welcomed the visitors.
The boy struck the dog.
Hawks catch chickens.
The captain commands the company.
The money was stolen by a thief.
The workmen cut down many fine trees.
The building was struck by lightning.
By whom was this novel written?
This house is owned by a rich man.

SECTION 106

The verb *to be* has the same case after it as before it. As—
I am he.
I took it to be him.

In the first sentence *I* is in the nominative case before *am*, so *he* is in the nominative case. In the second sentence *it* is in the objective case governed by the active verb *took*. *It* before the verb *to be* is in the objective case, therefore *him* is also objective.

Fill the blanks with Pronouns :

It was — who wrote the letter.
Are you — that should come?
I do not doubt that it is —.

I do not doubt it to be ____.
It was ____ who gave us all the trouble.
I would not do that if I were ____.
She is so like her sister that I took it to be ____.
That could not be ____.
Was it ____ that said so?
I am certain that it was not ____.
It was either ____ or his brother that came in.
____ do men say that he is?

SECTION 107

Write a short composition on the subject of "Lead Pencils:"

1. Of what are they made?
2. What are they used for?
3. Compare them with Chinese pens as to—
 - (1) Convenience.
 - (2) Disadvantages.

SECTION 108

Fill the blanks with verbs:

We ____ there.
If I ____ him I would go.
____ down and rest.
Yao, as well as Pao, ____ absent.
The streets in China ____ narrow.
Who ____ it?
Has the bell ____?

I have often — that.
She — next to him.
How — your father and mother?
I ought to have —.
How fine the persimmons —.
The general with all his soldiers — defeated.
It — me who is to go.
Every comfort and convenience — provided.
A page and a half — been added.
Each day and each hour — its portion of
duty.

SECTION 109

Fill the blanks with verbs :

You — in school yesterday.
— you going for a walk?
That lazy boy — not mean to try.
The river — run up hill.
— he run fast?
The child's hands — very cold.
There — two wheelbarrows.
There — two or three of us coming to see you.
You — the very man I want to see.
The stools — standing on the floor.
— you at the game yesterday?
Your brothers — been out.
Dogs — very faithful to their masters.
They — in the dearest market and — in the
cheapest.

Within the room — two men.

Almost every hour — him within sight of some scene which — these marks set upon it.

On the table — two long pipes.

SECTION 110

Fill the blanks with verbs :

The beauty of the flowers — him.

A change in his plans — needed.

Nothing but vain and foolish pursuits — (please) some people.

The days of man — but as grass.

Too great a variety of studies — (tend) to distract the attention.

A change of studies — now and then desirable.

A knowledge of languages — often useful.

The merit of the men — well known.

The art of making clocks — not then discovered.

The number of soldiers — very great.

The quality of the apples — good.

The enormous expense of governments — provoked men to think.

The danger of rebellions — been talked of.

Not a line of the lectures — written.

The appearance of these scenes — (remind) me of home.

A sojourn of five years — strengthened these opinions.

The translation of specimens — very well done.

SECTION 111

Fill the blanks with verbs :

Confucius and Mencius — two great teachers.

Hsu and he — together.

Life and death — in the power of the king.

Idleness and ignorance — the parents of many vices.

Diligence and perseverance — prosperity.

From the same parliament — a good act and a bad act.

Two and two — four.

Peace and quiet — where justice and reason rules.

Perhaps greatness of mind and beauty of soul — a gift of nature.

Near the fire — the table and the chair.

There — considerable noise and confusion.

Either the boy or the girl — present.

Neither his pity nor his thankfulness — active.

Ignorance or negligence — been the cause of his ruin.

When difficulty or sorrow — to us we find out who are our friends.

There — neither honesty nor decency in his conduct.

Neither I nor he — pleased.

Neither he nor his brother — coming.

Haste or folly — his faults.

SECTION 112.

Fill the blanks with verbs.

Our happiness or our misery — largely due to our own actions.

Neither Holland nor France — rich in minerals.

Neither his conduct nor his language — left me with that impression.

The rice with the sacks — a ton.

The lion as well as the tiger — flesh.

The captain with his men — forward.

The house with the goods — burned.

The man with all his faults — loved.

The electric light with powerful reflectors — to be employed.

My sympathy with him in addition to my admiration for him — the beginning of our friendship.

The control as well as the support of a father — wanting.

Policy as well as fashion — such conduct.

Each of the soldiers — armed.

Every one of the audience — admired him.

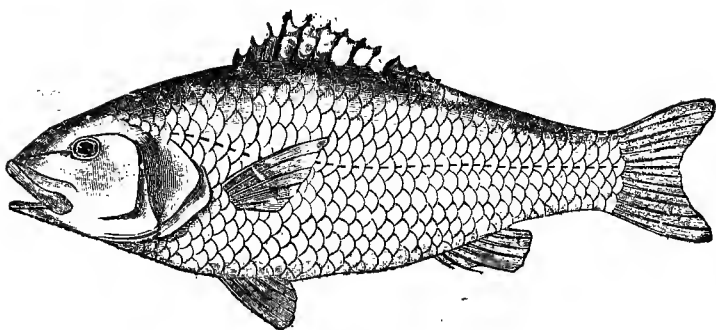
Every plan for helping the poor — sure of his help.

Every strong and weak point — carefully noted.

Each of them — the benefits to which they are entitled.

Neither of those men — to have any idea of honesty.

— either of these men your friend?

SECTION 113

Write a description of the fish:

Where does the fish live?

How does the fish use its gills?

How does the fish swim?

Where are the fins?

What fish has large scales?

What fish has no scales?

What does the fish eat?

How does the fish get its food?

SECTION 114**PREPOSITIONS**

Next to the verb, English idiom presents the greatest difficulty to the Chinese student. Certain words are followed by certain prepositions. The proper idioms must be learned by observation, as no general rule can be given. As—

I am afraid of (not *with*, *by*, *at*, etc.) this thing.

Words may, of course, be followed by different prepositions to express different relations. As—

He was condemned *to* punish, *sent for* robbery *by* the judge *at* the last session of court.

A verb may be used with many different prepositions each of which, of course, changes its meaning. For example—

To look *at*. To look *for*. To look *after*. To look *into*. To laugh *at*. To smile *at*. To hear *of*. To depend *upon*. To trust *to*. To rely *on*. To go *over*. To go *on with*. To go *into*. To think *of*.

Amid, amidst, generally imply quantity.

Among, amongst, generally imply number. They should be used only when more than two are referred to.

At is used with reference to a point, and.

In or *on* with reference to a place.

Between is used when only two are referred to.

By an agent, but *with* an instrument. I went *by* the house.

In, when applied to place, should be used before the names of countries, and large, well known cities.

At, when applied to place, should be used before the names of houses, small places, and distant cities not well known.

Into, denotes entrance. It should be used after verbs of motion.

Of. The rays *of* (proceeding from) the sun.

The castle *of* (belonging to) the king.

The news *of* (about) the battle.

Till, until, are used only with reference to time,

SECTION 115

Fill the blanks with appropriate prepositions:

Chang's hat hung — the hook.

The river rises — the mountains and flows —
a great plain — the sea.

He was — a particularly good-humour with himself.

Liu came to understand the differences — his two horses.

Such cruelty fills us — indignation.

He was haunted — a hundred fears.

— a few minutes he came back — an anxious look.

Cooks, butlers, and their assistants were bestirring themselves — the kitchen.

The weary traveller was sleeping — a tree.

The boy hid — the door.

I will call — dinner.

Write sentences, limiting the predicates with the following phrases:

In haste, for a boy, with rapidity, with Mr. Chang,
with a sword, by me, of Chinese cities, for running.

SECTION 116

Fill the blanks with appropriate prepositions:

The maid steals — the shade.

His eyes burnt like coals — his deep brow.

Their vessels were moored — our bay.

The dogs ran swiftly — the woods.

They knocked — our gates for admittance.

I grew weary — the sea and intended to stay
— home — my wife and family.

The bowmen mustered — the hills.

Death lays his icy hand — kings.

He halts, and searches — his eyes — the
scattered rocks.

The cottage windows — the twilight blazed.

The gate-keeper stood — the gate.

This palm came — the mountains.

He wrote — the blackboard.

Rice grows best — wet ground.

He wrote a letter — me.

A picture hangs — the door.

You can buy nothing — money.

The Japanese fought — the Russians.

The Yangtse Kiang flows — central China.

The prisoner stands — the judge.

I found the eraser — the desk.

The man was — friends or money.

Canton lies — Pearl River.

Hemp grows — China.

He lived — the Mongolians for some years.

There is a railroad — Hankow — Peking.

The needle of the compass points — the north.

I shall remain — noon.

We recite arithmetic — recess.

SECTION 117

In the following sentences supply prepositions in the blanks:

There was once an oak tree — a hill.

A squirrel had built his nest — its trunk.

He used to play — the branches, and chatter — the leaves, and the leaves would softly whisper back — him.

— the pupils of the school there is much good-natured rivalry.

— the leader of the first class and the leader of the second class there is a strong friendship.

There is much jealousy — the nations of Europe.

The relation — Britain and the United States is cemented — blood.

The war — the North and the South nearly split the United States — two.

A man is — good company — these books.

One should be very careful in stepping — the cars.

He told the history — it as follows.

Riding out — town a few days ago, — company — a friend, he invited me to turn — a little romantic woodland pass, not far — Kuling.

— the jaws of death,

— the mouth of hell,

Rode the six hundred. — Tennyson.

—— a rude attic lay a dying man.

Yonder is the temple —— which I worshipped in childhood.

There —— that rude hut lay the dead body of the traitor.

Sail forth —— the sea of life.



PART II

Practical Exercises on Composition

Stories to be Read and Written from Memory

SECTION 118

A monkey sees some chestnuts roasting in the coals. He wants some, but is afraid of being burned. He sees the cat near by and persuades her by flattery to pull out the chestnuts, which he then eats.

SECTION 119

A little crab and his mother were playing in the sand on the seashore. The mother said to the little crab, "Why do you walk like that? You do not walk straight. You walk sideways." The little crab said, "I always walk sideways. Please, mother, show me how to walk. I will try to walk as you do." The mother tried to walk, and she walked sideways like the little crab.

SECTION 120

A college student went home for vacation. One night, when there were two fowls for supper, he said, "I can prove these two fowls to be three." "Let us

hear," answered his father. "This," said the scholar, pointing to the first, "is one; this," pointing to the second, "is two; and two and one make three." "Since you have made it out so well," replied the father, "your mother shall have the first fowl, I will have the second. You may keep the third for your great learning."

SECTION 121

A shepherd boy was once watching sheep near a village. Several times he cried "Wolf!" wolf!" without cause. When the men ran to help him, he laughed at them. At last a wolf did come. The boy called out "Wolf! wolf!" The villagers heard him, but, thinking he was at his old tricks, they took no notice. As a consequence, many sheep were killed.

SECTION 122

One day, while climbing a tree, a monkey ran a thorn into the end of his tail. He could not get it out. He went to town and said to a barber, "Friend barber, I have a thorn in the end of my tail. Please pull it out and I will pay you well." The barber tried to get the thorn out with his razor, but cut off the end of the monkey's tail. The monkey was angry, and said, "Give me back my tail or give me your razor." The barber could not make the end of the tail grow again, so he gave the razor to the monkey.

SECTION 123

On the way home the monkey met an old woman. She was cutting a dry tree for fuel. He said, "Grandmother, that tree is very hard. Use this sharp razor, and you can easily cut it." The woman was glad to get the razor, and began to cut the wood with it. The razor was soon broken. Then the monkey said, "You have broken my razor. You must get a new razor for me, or give me all the firewood." The old woman could not buy a new razor, so she had to give the firewood to the monkey.

SECTION 124

The monkey took the bundle of wood and was going back to the town to sell it. He saw another woman, sitting by the side of the road. She was making cakes. He said, "Grandmother, your fuel is nearly all gone. Use this dry wood of mine, and bake more cakes." The woman took the wood and thanked him for his kindness. When the last stick was burned, the monkey said, "Grandmother, give me back my fuel or give me all your cakes." Then the bad monkey took all the cakes and went on his way.

SECTION 125

When he was nearly at the town he met a man carrying a drum. "Sir," said he, "here is a basket of cakes. An old woman cooked them for me. They

are very good. I will give you them all for your drum." "Very, well," said the mau. "Here is the drum. Give me the cakes." He was glad to get the cakes, for he was hungry. The monkey took the drum and climbed a tree.

SECTION 126

The mice held a meeting to consider what they should do to save themselves from the cat. Several plans were talked over, but no one seemed worth much. At last a young mouse proposed that a little bell should be hung round the cat's neck. This would enable them to hear her whenever she was coming, and they could run into their holes. This proposition met with approval. But an old mouse that had not spoken quietly asked who was going to tie the bell on the neck of the cat.

SECTION 127

A man went into an inn one cold evening. Finding so many persons sitting round the fire that he could not get near it, he told the innkeeper to give his horse a peck of oysters. "Will your horse eat oysters, sir?" asked the innkeeper. "Try him," was the answer. Every one ran to see the wonder, the fireside was cleared, and the gentleman had a choice of seats. Soon the innkeeper came back and said that the horse would not eat the oysters. "Very well," said the mau, "I must eat them myself, then."

SECTION 128

A fox, having fallen into a well, tried in vain to get out. By-and-by a goat came to the place to quench her thirst. Seeing the fox below, she asked if the water was good. "Yes," answered the cunning fox, "it is so good that I cannot leave off drinking." Then the goat, without a moment's thought, jumped in. The fox at once scrambled on her back and got out. Then, looking down at the goat, he said coolly, "If you had half as much brain as beard, you would look before you leap."

SECTION 129

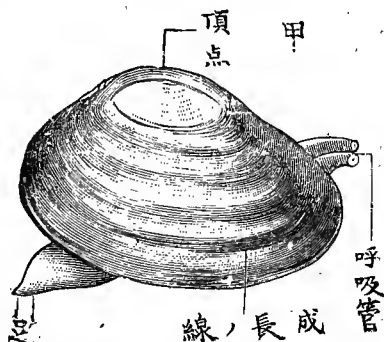
Latona was the mother of a boy and a girl. She was driven out of her country by the queen. She took her babies and travelled to a dry country. By-and-by she reached a pond with trees growing around it. She stopped to get a drink. Then she saw some boys playing by the water. They would not let her drink, but hit her with sticks. They jumped into the water and made it muddy. Latona and her babies could not drink the muddy water. She raised her hands and eyes to the sky and prayed to God to help her, and to punish the bad boys. The boys never laughed after that; they all became frogs. Their white clothes became the green coats of the frogs. They could not talk—all they could say was something that sounds like, "Come and drink! Come and drink! Drink! Drink!"

SECTION 130

A great many frogs lived among the rushes o. a pond. All day they amused themselves by jumping and swimming. When evening came they would croak and sing.

A snail saw the happy frogs and was filled with envy.

"Yes, yes," she said, "it is easy for you to laugh and be merry. You have four long legs to jump with, but I, unhappy creature, must creep in the dust. I must drag myself from one place to another with my house on my back."



Suddenly a stork swooped down. He swallowed the frogs, large and small.

"Oh!" exclaimed the snail, "I see my house is of great value. After this I shall carry it uncomplainingly."—"Philippine Education."

SECTION 131

A boy once had a turtle, which he kept in the house all winter. It became tame, and followed him all over the lower part of the house. It could not go up stairs but one day it followed the boy down. This is how the turtle did it.

It crawled out until its shell just balanced on the edge of the step. Then it drew in its head, legs, and

tail, and dropped to the next step. It waited a minute, then out came its head, legs, and tail, and it crawled to the edge of that step. Here it balanced itself ready for its fall to the next. It kept this up until it came down to the bottom of the stairs.

SECTION 132

This picture illustrates how the monkeys crossed a stream.

Write an account of how it was done.



SECTION 133

Once upon a time a king lost a valuable ring. His servants looked everywhere for it, but could not find it. Before giving up the search entirely, the king promised to give to the finder anything he wished.

One of his subjects came to him one day, and said that he had found the ring. The king was delighted and wanted to know where it was.

"It is on your crown on the top of your head, Your Majesty," said the beetle. The king had placed it there himself and had forgotten it.

"Ask what you will for a reward," said the king, "and you and your family shall enjoy it forever."

"If you will allow us to carry lanterns, we shall have no other favour to ask," said the beetle. "When we go out to visit our friends it is so dark that we sometimes lose our way. Permit us then to carry a light, and all will be well."

"I will give you the lanterns myself," said the king. "You need never go out in the dark again without one."

That is how the fireflies came to have their glowing lights.

SECTION 134

Long ago in Greece the cicadas were highly prized for their music. One day two Greek singers were competing for a prize. Each singer had a lyre, and

the playing as well as the singing was to be part of the trial. As one of the singers was in the middle of his song, a string of his lyre snapped. How disappointed he was! His trembling finger touched the broken string. What! it answered him, as if it were whole again. The note he wanted sounded clear and true! What had happened? Drawn by its love of music, a cicada had flown upon the lyre. When the singer touched the string on which the cicada rested, it gave a low, sweet chirp. Even to the end of the song, the cicada chirped when it felt the touch on the string. So sweet was its tone that it fitted the singing as well as the string itself could have done. So the singer won the prize.

SECTION 135

One day while a bat was flying, he fell to the ground, and a weasel caught him. The bat begged for his life, but the weasel said, "I always kill birds."

"But I am not a bird," said the bat, as he folded his wings. "Birds don't come tumbling down as I did; and besides, don't you see my little smooth head, and my ears?"

"Yes, yes," said the weasel; "I did not notice them at first. I see that you are a mouse." So he let him go.

Some time afterwards the bat again fell to the ground, and another weasel caught him.

"Don't kill me," said the bat.

"Certainly I shall," said the weasel; "I kill mice wherever I find them."

"But stop a minute," said the bat. "I am not a mouse. Don't you see my great wings? A mouse can't fly, can it?"

"I beg your pardon," said the weasel; "I did not know that you were a bird. I thought that you were a mouse. I see I was mistaken." He also let the bat go.

SECTION 136

A locust and an ant went to a rice field to eat their dinner. After dinner the ant picked up a grain of rice to carry home.

"Foolish ant!" said the locust. "When I am hungry, I come to the field to eat. Why do you not do as I do?"

The locust laughed and flew away.

One day the locust came to the field again. He was very hungry, but he could find no rice. The men had cut all the rice.

The locust flew and hopped all over the field. At last he came to the home of the ant.

"Can you give me some rice to eat?" he asked. The ant laughed and said, "Why did you not do as I did?"

Outlines of Fables to be Expanded

SECTION 137

THE WIND AND THE SUN

1. Wind and sun dispute as to which is stronger.
2. Agree to try on passing traveller—which can sooner make him take off cloak.
3. Wind begins—blows furiously—traveller holds cloak the tighter.
4. Sun shines—traveller too warm—throws off cloak.

The above outline may be filled out thus:

One day the sun and the wind were talking. The sun said, "I am stronger than you are." The wind said, "No, you are not. I am the stronger. I can do more than you can." Then the sun said, "Do you see that man walking along the road? You cannot make him take off his coat, but I can." "I can take it off," said the wind.

Then it began to blow. It blew stronger and stronger. It took the leaves off the trees. It made the bamboos bend their heads to the ground. It blew the roofs off the houses. But the man did not take off his coat. He pulled it tighter around him and walked

on. Then the wind stopped blowing and said to the sun, "I cannot make the man take off his coat. Now let me see what you can do."

Then the sun began. It came out from behind the clouds, and the air became warmer. The sun shone on the man's back and head, and he became very warm. Soon he stopped under a tree and said, "Oh, the sun is very hot. I must take off this coat."

SECTION 138

THE LION AND THE BULLS

1. Three bulls feeding together in a meadow.
2. Lion wished to eat them—afraid of the three.
3. Lion tells each that the others have been slandering.
4. Bulls quarrel—lion kills each separately.

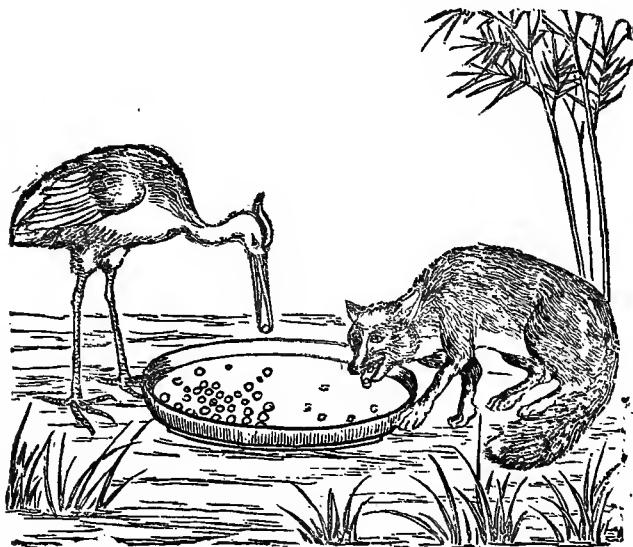
SECTION 139

THE BUNDLE OF STICKS

1. Quarrelsome brothers—father speaks in vain.
2. Asks sons to break sticks—each tries and fails.
3. Asks them to undo bundle and they break separate sticks easily.
4. Brothers united like bundle—quarrelsome like separate sticks.

SECTION 140**THE DEER AND THE TURTLE**

1. The deer jeers at the turtle for its slowness.
2. The turtle proposes race—deer accepts.
3. The turtle starts—deer says, "I will take a nap first."
4. When the deer awakes the turtle has reached the goal.

SECTION 141**THE FOX AND THE CRANE**

The two pictures in this section suggest the following fable.

One day a fox invited a crane to dinner, saying, "Come and dine with me to-morrow." "Thank you," said the crane. "I shall be pleased to come." The fox had some rice for dinner. The rice was put in a very shallow dish, and the crane with its long bill could get only a taste of the meal. The fox easily ate all the rice, but the crane had to go home hungry.



After the dinner the crane said, "Please come and dine with me to-morrow." "Thank you," said the fox. "I shall be pleased to come." The crane had a very good dinner, but it was put in a jar with a long neck. The crane easily put her bill into the jar and ate all the dinner. But the fox could not get a taste of the dinner. He had to go home hungry.

SECTION 142

THE FOX AND THE CROW

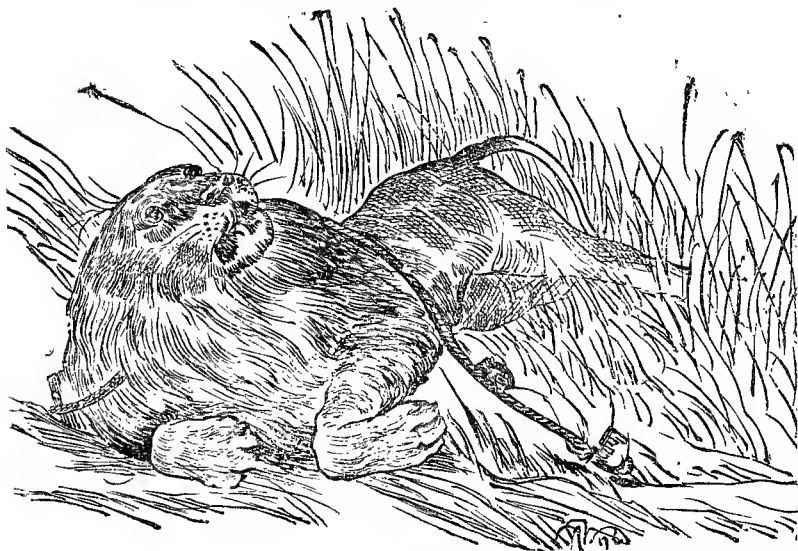
Write the story which this picture suggests.



SECTION 143

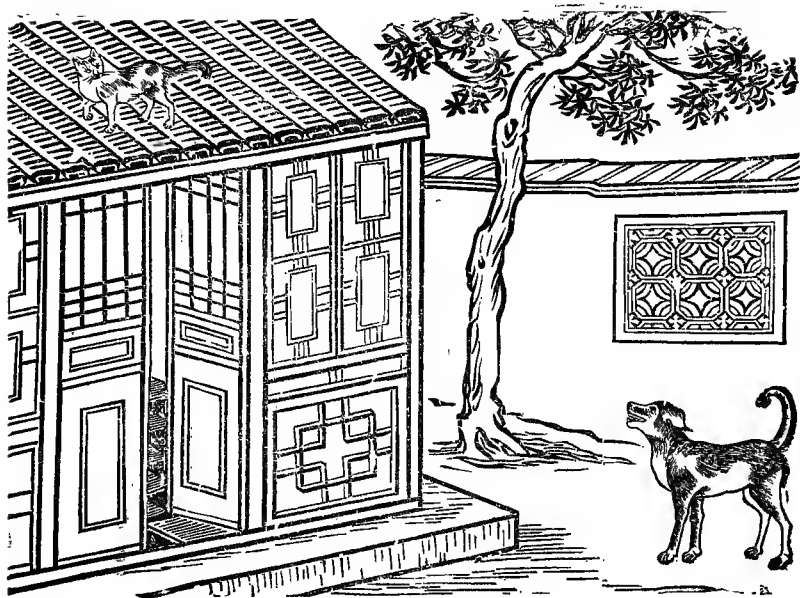
THE LION AND THE MOUSE

Write the story which this picture suggests to you.



SECTION 144

Write an account of the picture below.



SECTION 145

Write an account of the picture below.



Description with Outlines

SECTION 146

To the teacher.—Pupils generally find it hard to write because they do not know what to write. The outlines and suggestions contained in this book will be helpful. Even after the subject is chosen, the arrangement of the material is important. Careful thinking is necessary, and the teacher's work is to guide the student in this matter; so oral composition should precede the written work.

It is a good plan for the teacher to write upon the blackboard a series of questions on the subject for the day's composition. Let the teacher and class then develop the answers to the questions by conversation. See that no pupil writes down the sentences during the oral work. The questions as asked by the teacher may be left upon the blackboard to guide the class in writing upon the subject. For example—

QUESTIONS ABOUT THE LOCUST

Is the locust a friend to the farmer?

Why is he an enemy?

How does the locust rob the farmer?

How do farmers catch the locusts?

What is done with locusts that are caught?

THE LOCUST

The locust is not a friend to the farmer. He is an enemy, because he robs the poor farmer. He robs

him by cutting down the rice and eating it. The farmers catch locusts by driving them into big nets or by digging big ditches for them to fall into. Some people eat the locusts that are caught, and some feed the pigs with them.

SECTION 147

RICE

Where does rice grow?

Who plants rice?

Why does the farmer plant rice?

What kind of weather is good for rice?

How does the farmer plant rice?

How tall does rice grow?

How do we know that the rice is getting ripe?

How do farmers cut rice?

How do we hull rice?

What is the principal food of the Chinese?

SECTION 148

HEMP

How does the farmer plant hemp?

What plant does hemp look like?

What kind of leaves has hemp?

How tall does hemp grow?

What part of the plant do we use?

How many times a year is hemp cut?

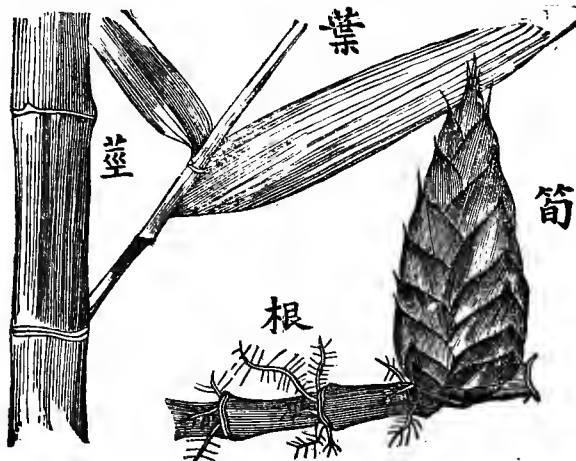
What cloth can we weave of the fine fibre?

How do men cut hemp?

In what provinces is much hemp grown?

SECTION 149**BAMBOO**

Where does bamboo grow best?
 How fast do young bamboos grow?
 How high does bamboo grow?
 What kind of branches has bamboo?
 Are you fond of bamboo shoots?



What kind of leaves has the bamboo?
 How does a bamboo differ from a tree?
 When do people cut bamboos?
 Name some large things made of bamboo.
 Name some small things made of bamboo.

SECTION 150**SUGAR-CANE**

Describe the sugar-cane.
 Why do we call it sugar-cane?
 When does the farmer plant it?

How does he plant it?
When does he cut it?
How many times a year does he cut it?
How tall does cane grow?
What part of the plant is useful?
Why is it useful?
What is the colour of the stalk?
How do we get the sap out of the cane?
How does the sap taste?
For what do we use the dry stalks?

SECTION 151

THE SHOEMAKER

What does the shoemaker make?
Of what does he make shoes?
Where does he get the leather?
Of what is leather made?
What is the difference between leather and cloth?
How does the shoemaker sew thick leather?
How does he put on the soles?
What kind of shoes is best to wear in the rainy season?
What kind of shoes do you like best?

SECTION 152

WATER

How does water look?
Has it any colour, taste, or odour?
Of what two elements is it composed? And in what proportions?

When does water become ice?

What does water become above the boiling point?

Where does the water come from?

Where can we get the purest water?

What are some of the uses of water?

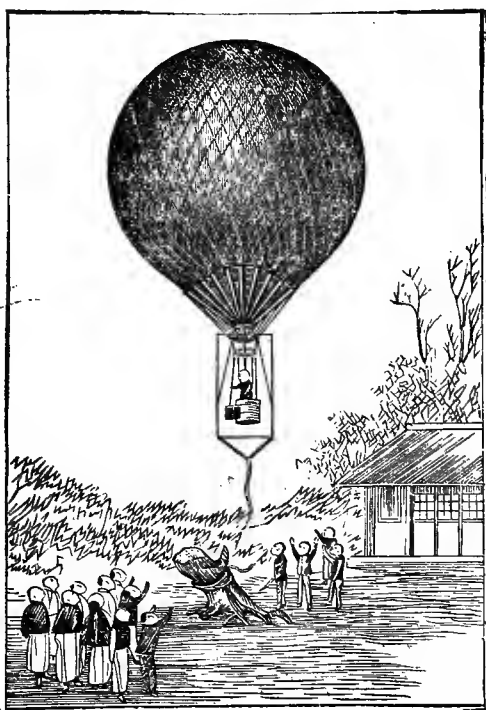
Can animals and plants live without water?

Can we keep our bodies clean and healthy without water?

How many pints per day is it considered necessary for each person to drink?

SECTION 153

A BALLOON



What is the shape of a balloon?

Of what material is it made?

With what is it filled?

Where does the aeronaut sit?

How is the car attached to the balloon?

The aeronaut usually carries some sand. Why?

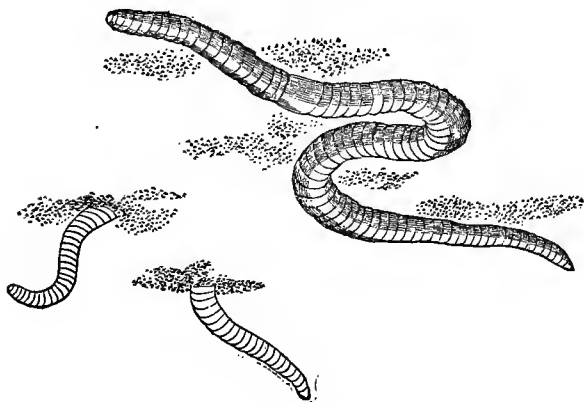
If the aeronaut wishes to come down, what does he do?

Of what use is the balloon?

Why is it dangerous to go up in a balloon?

SECTION 154

THE EARTHWORM



What makes up the body of the earthworm?

See if you can tell how the rings fit into each other.

How do the ends look? Can we always tell which is the head and which is the tail?

Has it any eyes, feelers, or feet?

How does it move from place to place?

There is one important thing about the earthworm which our picture does not show. On each ring there are four pairs of bristles pointing backwards. Why are these bristles important to the worm?

Where does the worm live?

What does it eat?

If you find an earthworm, put it in a little water. Notice the colour of the skin. Can you see the earth which the worm has swallowed?

Have you ever noticed the little round heaps of earth in the grass? Where did they come from?

The work of the worm is very useful. How?

SECTION 155

THE TAILOR

Does the tailor make all your clothes?

Who made your gown?

Of what is your gown made?

Where did the tailor get the cloth?

What is the colour of your gown?

How many buttons are on your gown?

Have you any pockets in your gown?

What do you carry in your pocket?

How much do you pay for a gown?

SECTION 156

THE CARPENTER

What things in the school-room can the carpenter make?

Of what is your bench made?

How does the carpenter make the boards smooth?
What does he do with the saw?
How does he sharpen his saw?
What holds the bench together?
How does the carpenter put in the nails?

To the teacher.—Some teachers may prefer to put their suggestions on a subject in the following outline form. Even in this case it is a good idea to have some oral exercise on the subject chosen for the composition, the outline serving as a reminder of the points discussed.

SECTION 157

THE CARPENTER

1. What is his work?
2. What materials does he work with?
3. What tools does he require? Describe some of them.
4. How does he learn his trade?

SECTION 158

HOW BRICKS ARE MADE

1. What are bricks?
2. From what materials are they made?
3. Where are brickyards naturally situated?
4. What is the process of making bricks?

SECTION 159**CHARCOAL**

1. Tell what it is.
2. Describe the manufacture of charcoal.
3. Chief uses :
 - (1) For what.
 - (2) By whom.

SECTION 160**COAL AS FUEL**

1. Source.
2. Cost.
3. Advantages.
4. Disadvantages.

SECTION 161**A FAVOURITE BOOK**

1. Name.
2. What I know of its author.
3. The story of the book.

SECTION 162**How A BRIDGE IS BUILT**

1. Where.
2. Of what.
3. How.

SECTION 163**DESCRIBE THE POST-OFFICE**

1. General appearance—
 - (1) Situation.
 - (2) Size.
 - (3) Material.
 - (4) Style of architecture.
2. Interior—
 - (1) Equipment.
 - (2) Employees.
3. The arrival and departure of the mails.

SECTION 164**MY FAVOURITE GAME**

1. The players required.
2. Materials necessary for the game.
3. Object of the game.
4. Rules of the game.

SECTION 165**CORN**

1. How corn grows.
2. How it looks in the field—
 - (1) Stalk—height, leaves, tassels.
 - (2) Ear—covering, silk and its use, arrangement of kernels,
3. Uses.

SECTION 166**GATHERING ICE**

1. Tools used.
2. How ice is taken out of the water.
3. Ice house; why the walls are so thick.
4. Uses.

SECTION 167

Describe the above picture.

SECTION 168

Describe the Dragon-boat Race.

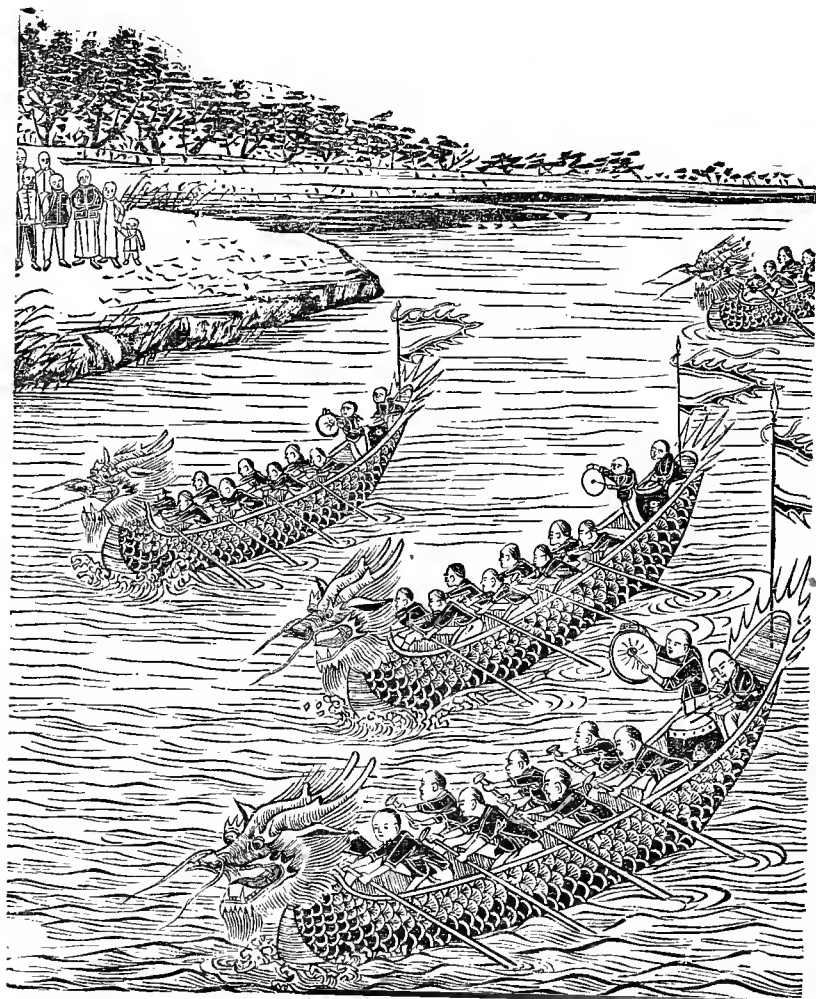
1. When it usually takes place.
2. Tell how the boats look.

3. Describe the people—

(1) Those in the boats.

(2) Those on shore.

4. The meaning and origin of the Dragon-boat Festival—

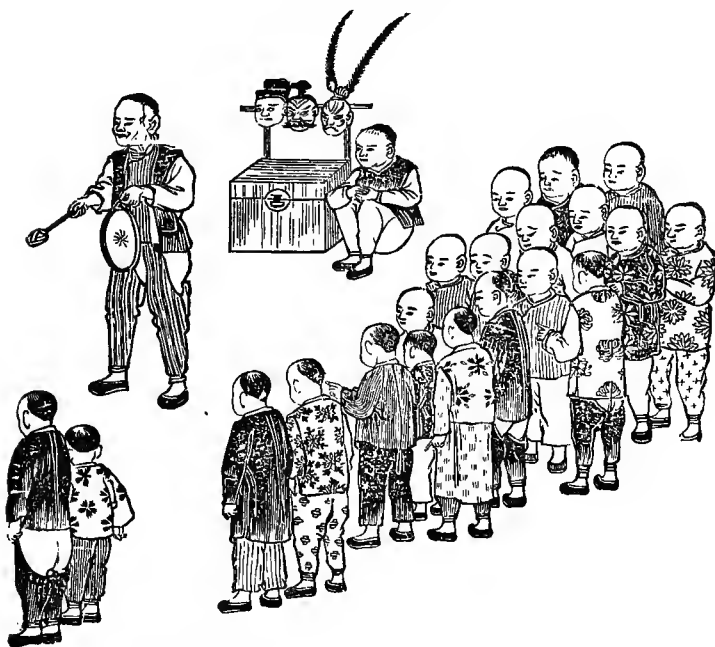


SECTION 169



Write an account of the above picture.

SECTION 170

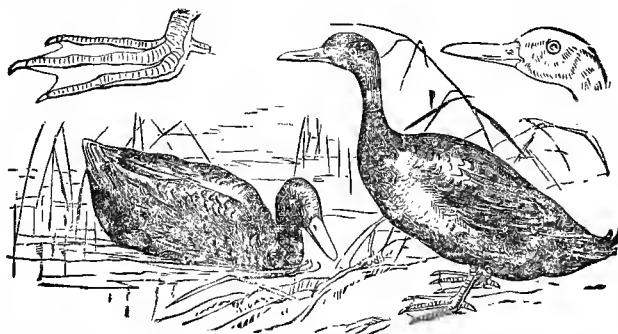


Describe the above picture.

SECTION 171

THE DUCK

1. What it is—a biped, swims, dives, and walks.
2. What it does—
3. Appearance—
 - (1) Body—boat-shaped, covered with feathers and down; never gets wet.
 - (2) Bill—broad and flat; no teeth.
 - (3) Tail—used as rudder in swimming.
 - (4) Legs—short, strong, set far back.
 - (5) Feet—three toes in front united by web; used as paddles in swimming.
4. Habits—swims in water; gets its food under the water.



The above outline may be filled out as follows:

THE DUCK

The duck is a biped and a swimming bird. It can swim, dive, and walk.

It has a boat-shaped body, which is covered with feathers. Underneath the feathers is a thick covering of down. The down and the feathers, which are oiled

and overlap one another, keep the duck from getting wet when it swims.

The bill of the duck is flat and broad. It has no teeth; but there are notches on the edges of the bill. These notches are used to drain the water from the food it gets under the water.

The duck uses its tail to guide itself through the water when it swims.

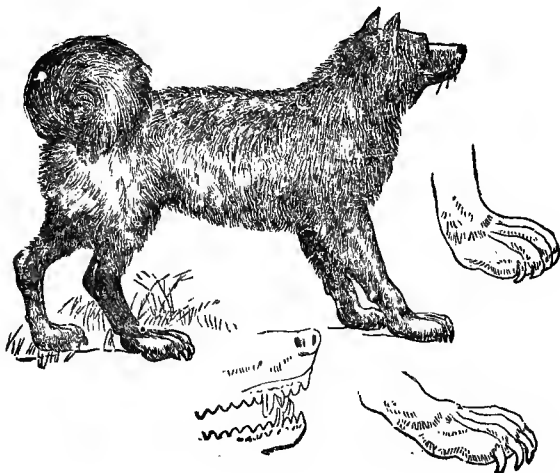
Its short, strong legs are set far back so that it can push itself through the water.

The duck's feet have three toes in front, which are united by a web. When the duck swims, it uses its webbed feet as paddles.

The duck is fond of swimming in the water, and gathers some of its food under the water.

SECTION 172

THE DOG



1. Appearance—domestic quadruped.

Size and colour vary.

Paw has cushions.

Hair varies in length.

Jaws and teeth strong.

2. Characteristics—

Courageous—attacks animals larger than itself.

Affectionate — Anxious to please its master.

Good memory—remembers persons and places.

3. Uses—

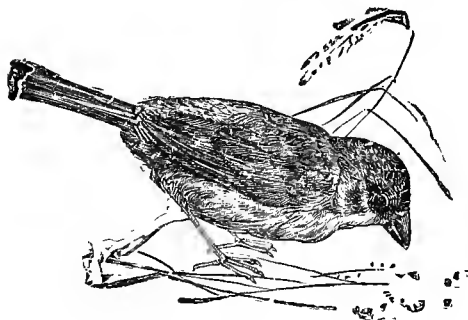
Watches houses.

Guards sheep and cattle.

Useful to hunters.

SECTION 173

THE SPARROW



1. Appearance—

Homely bird ; does not sing.

Small brownish-grey bird.

Bill short and conical.

Claws sharp.

2. Habits—

Makes nest under eaves.

Bold in presence of people.

Stays all the year.

Pleasing habits and lively chirp.

3. Uses—

Eats insects, so helps farmers ; sometimes damages crops, but does more good than harm.

SECTION 174**THE STARFISH****Description—**

Body made up of five arms.

Under arms are tubes—uses as feet.

Eye at end of each arm.

Arms, if broken, grow again.

Mouth in centre of arms, underneath.

Colour varies.

Spikes on back—protectors.

Habits—

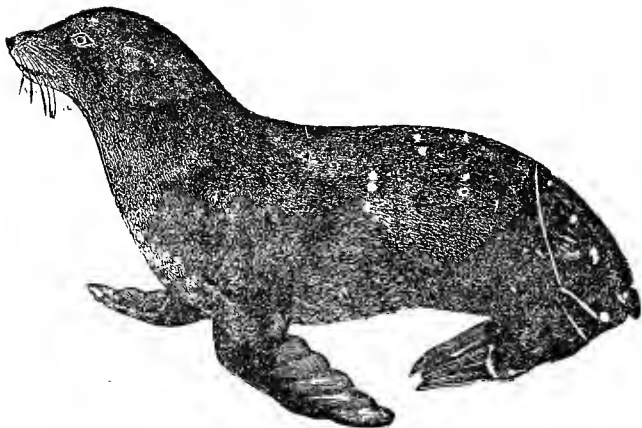
Clings to rock.

Greedy—eats oysters, clams, and sea-snails.

Lays eggs and carries them in arms.

SECTION 175

THE SEAL



Appearance—

Size—some large as dog and some thirty feet long.

Head like that of dog; has whiskers like a cat; eyes large and beautiful.

Feet like fins—skin between toes.

Fur thick and oiled.

Habits—

Lives in sea in the north.

Swims fast and gracefully; clumsy out of water.

May be tamed.

Uses—

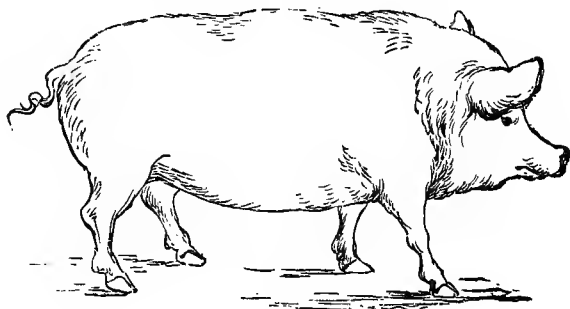
Flesh food for Eskimos.

Fat gives oil for lamps.

Fur used for making clothes.
Bones made into hooks.

SECTION 176

As in the preceding section, write a study of "The Pig."



SECTION 177

THE SPIDER

What kind of animal
is it?

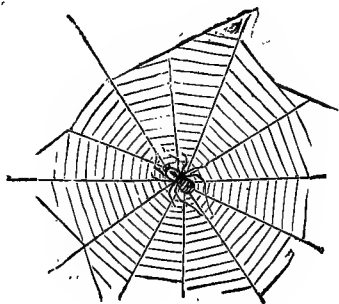
Into how many parts
is the body of a spider di-
vided?

How many feet has it?

Does it spin a web?

How is it made?

Do its young under-
go changes after hatching?



SECTION 178

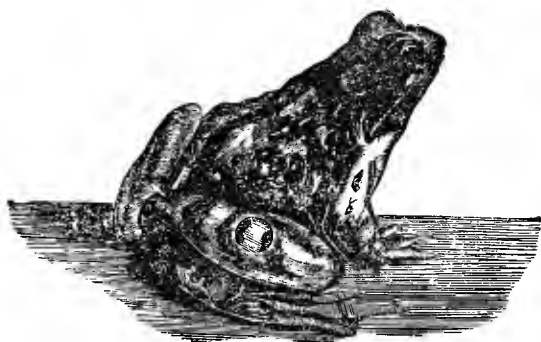
THE SNIPE



1. Appearance—wading bird.
Bill long, straight and slender.
Eyes large and placed far back.
Legs not too long.
Foot has three toes in front, and one behind.
Tail short.
2. Habits—
Lives in damp, marshy places; makes nest of dry grass.
Feels with bill in mud for worms.
Fond of its young.
Flies in zigzag course through the air when frightened.
3. Uses—
Flesh highly prized for food.

SECTION 179

THE FROG



1. Description—

Body broad, squat, has a backbone, no tail.

Skin smooth, slimy, greenish brown or reddish, with dark spots.

Hind feet webbed ; hind legs longer than fore ones.

Blood low temperature.

2. Its Food—

Feeds on insects, snails ; worms.

3. Characteristics—

Lives in both air and water ; cannot breathe under water.

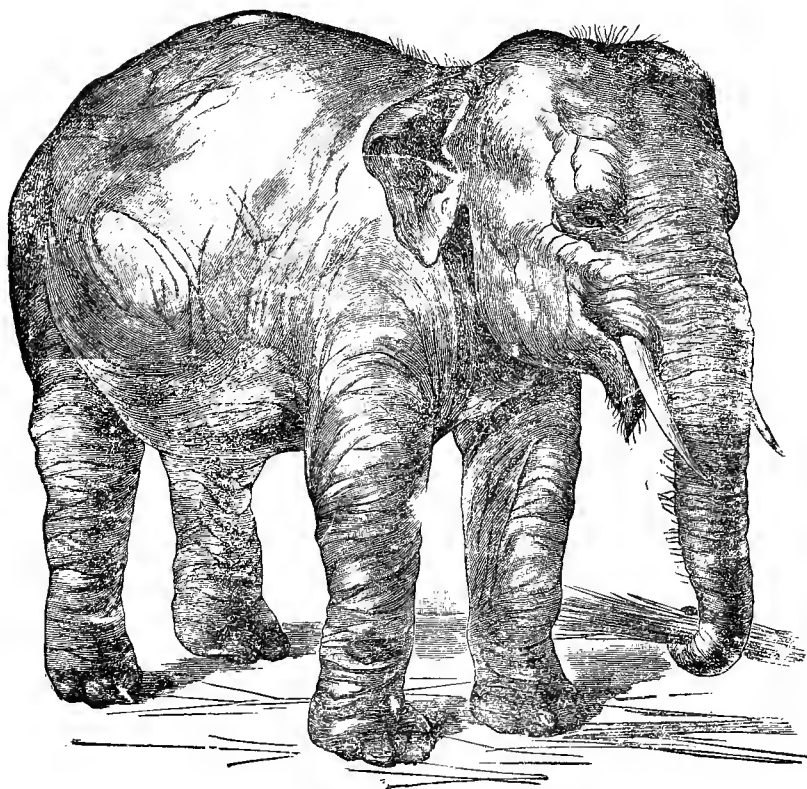
Sleeps through winter.

4. Uses—

Eaten in China ; hind legs considered a delicacy by the French people.

SECTION 180

THE ELEPHANT



Write about the elephant, describing its size, height, skin, hair, legs, head, tusks, neck, trunk, characteristics, etc.

SECTION 181**THE MOUSE**

1. Description—small quadruped.

Fur smooth, of greyish tint known as
“mouse colour.”

Eyes large, bright.

Nose pointed.

Whiskers act as feelers.

Ears large, erect.

Feet small; toes sharp.

Tail long, scaly—useful in climbing.

Teeth sharp—used for gnawing holes.



2. Kinds—

House mouse lives in holes in walls.

Field mouse lives in burrows in the
ground.

3. Habits—

Timid; house mouse feeds on scraps of
food; spoils food and gnaws through
woodwork. Cleanly in its habits.

SECTION 182**THE SHEEP**

1. Description—a cud-chewing quadruped.

Body covered with a coat of long, thick
wool.



Four toes on each foot; two back ones small and do not touch the ground; walks on two front toes or hoofs.

2. Habits—

Eats grass.

Quiet animal, lives in flocks; follows leader, learns to know and obey voice of shepherd.

3. Uses—

Flesh good to eat.

Wool made into cloth.

Skin used for fur.

SECTION 183

THE OWL



Write what you know about the owl :

1. Night bird; therefore eyes large, hearing sharp, feathers thick.
2. Downy feathers make flight silent.
3. Beak and claws.
4. Food.
5. Dwelling places.

SECTION 184**TEA**

1. Where found.
2. Evergreen shrub, glassy leaves, white flowers.
3. Three crops a year, first and best in spring.
4. Leaves gathered, placed in shallow baskets, dried first in sun, then over charcoal; rolled between hands.
5. Two kinds, green and black.
6. Our national drink.

SECTION 185**THE ORANGE**

1. Description—

Tree an evergreen, blooms once a year—beautiful, fragrant, white flowers in clusters.

Fruit round; skin rough and yellow outside, white and smooth inside; fruit ripens in six months after blossoming.

2. Kinds—

Sweet oranges.

Mandarin oranges—small and flat.

3. Uses—

For eating; a delicious fruit with a cooling juice.

SECTION 180

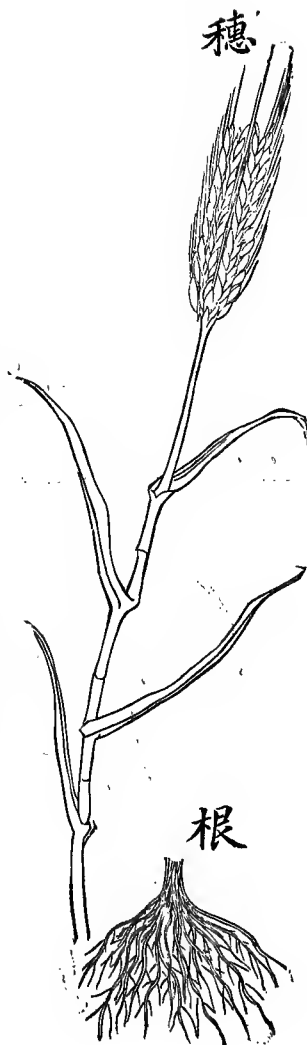
WHEAT

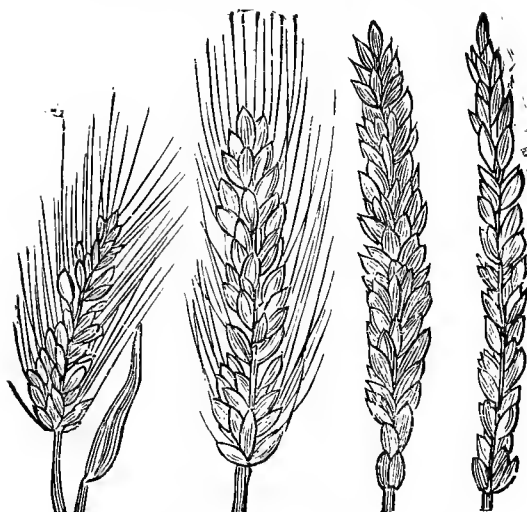
To the teacher—The outline may take the following form :

Description—Plant grows from seed to height of three or four feet. Leaves are long, pointed; its stem straight and hollow. At top of stem is ear, which is made up of four rows of seeds, each of which has a hard husk. At end of summer, plant becomes yellow. When ripe it is cut, and grain thrashed out from the husks. Grain ground into flour in mills.

Where grown—Requires good soil; grows in northern part of China.

Uses—For making bread and cakes.





SECTION 187

RICE

As in the above section, describe the rice plants.



SECTION 188**THE CATERPILLAR****1. Appearance—**

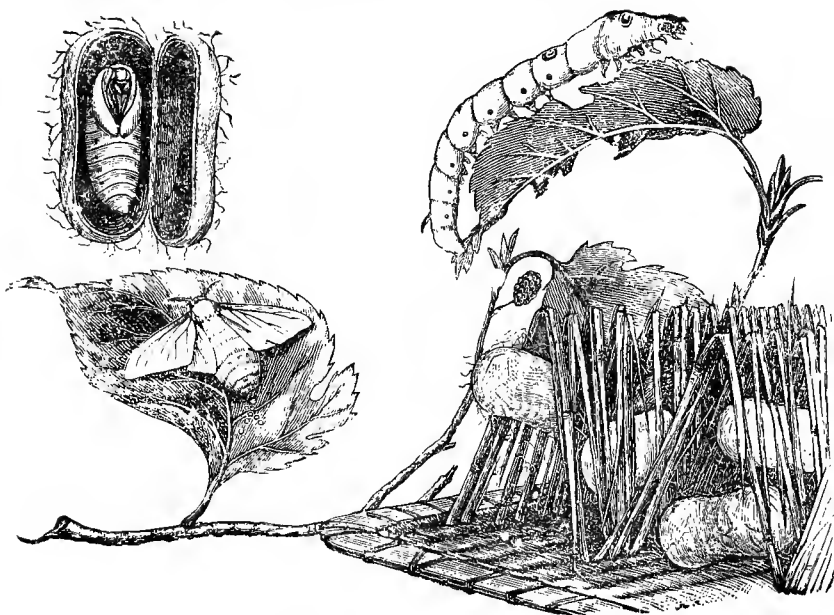
Body made of rings; six jointed legs on rings behind the head; breathes through holes in body; some have smooth coats, some hairy, some have bristles.

2. Changes it undergoes—

When hatched, it eats all the time; coat becomes too tight, splits and throws it off—new coat underneath. Eats more, coat again thrown off. After a few weeks, leaves plant, begins to spin. Body has two bags with sticky fluid. In air fluid hardens into a silken thread. When covering is spun, skin bursts—we have a chrysalis. Wonderful change goes on in chrysalis—butterfly comes out.

SECTION 189**THE SILKWORM AND SILK**

1. Life and Work of Silkworm.—Begins as egg laid by silk moth. She lays about five hundred very small bluish-coloured eggs in places where the worm, when hatched, can get food. When mulberry leaves are out, eggs are hatched in a “hatching-house” kept



at an even temperature. When first hatched, worm is one-eighth to one-quarter inch long. Feeds on leaves of mulberry tree. Grows rapidly. Casts coat several times. In four or five weeks from one and a half to two inches long. Then seeks out corners, and begins to spin silk threads about itself.

2. The Cocoon.—The silk is a kind of gum produced by glands in its body. The fine silk thread comes out through two holes under the lower lip. Inside cocoon caterpillar becomes chrysalis. Describe its appearance. If left alone for nine days, chrysalis will turn to moth, which will eat its way out and break silk of cocoon. Before that time is up, most of cocoons heated and chrysalis killed.

3. Unwinding cocoons.—Before being unwound, cocoons placed in hot water to loosen threads. Then thread is wound off cocoons upon reels. Each cocoon will yield from 300 to 500 yards silk fibre.

4. Spinning and Weaving.—As silk fibre is very thin, several of them are twisted together; and the spun threads are woven into ordinary silks, ribbons, and satins.

—Picture Essays.

SECTION 190

COTTON

1. The cotton field—
 - Where grown in China.
 - Necessary conditions of climate.
 - Description of the field—plant and flower.
 - Planting and picking of seeds.
1. Processes of preparing cotton for use—
 - Cotton cleaned.
 - Cording.
 - Rolling upon spindles.
 - Weaving.
3. Uses—

SECTION 191

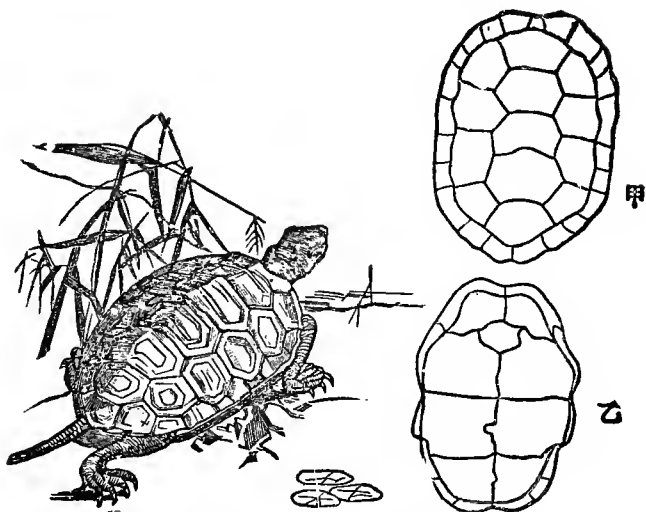
THE TURTLE

Appearance—

Shell hard.

Plates—how joined—large and small ones.

Head and tail.



No teeth—jaws covered with horn.

Claws used for swimming and crawling.

Habits—

Swims in water, crawls on land.

Catches flies to eat.

Lays eggs in sand—leaves sun to hatch them.

Sleeps in sand or mud all winter.

In case of danger, draws in head, tail and legs.

Stories to be Imitated

SECTION 192

Two goats met upon a narrow bridge which led across a deep mountain stream. They were going in opposite directions, and neither would retreat for the

other. After quarrelling for some time, they locked horns and fought for the right of way. Finally, losing their balance, they both fell over into the stream and were drowned.

The following is an imitation of "The Two Goats," suggesting what the two goats might have done.

THE WISE GOATS

Two goats going in opposite directions, met on a narrow ledge. A deep stream flowed on one side of the bridge, and a steep mountain rose on the other. One goat lay down, and the other bounded over him. Both goats passed along in safety.

SECTION 193

THE TRAVELLER AND THE VIPER

A traveller, going along the road in winter saw a viper stiff with cold, and, taking pity on it, lifted it up and placed it in his bosom to warm it back into life. Now the viper, as long as it was stiff and cold, lay quiet; but as soon as it was well warmed it drove its fangs into the man's breast. As the man was dying he said: "I suffer justly, for why should I have taken care of the dying viper, when I ought to have killed him, though he had been in the best of health?"

Add to this fable the lesson it is intended to teach.

Write an account of any incidents that you know, to which this fable may be applied.

SECTION 194**TWO MICE, A MONKEY, AND A PIECE OF PORK**

Two mice were out hunting for food one evening. Both happened to see a piece of pork at the same time and both claimed it. They talked back and forth for a long time without reaching any settlement.

A monkey came along, and they asked him to decide the matter for them. He was glad to render them this service. After listening to both sides, the monkey gave it as his opinion that each mouse had a right to half of the pork. He volunteered to divide it for the mice. He divided the piece of pork into two. First he put the pieces on the scale, and found that one of them was heavier than the other. He bit a part off the heavier piece. Then he found that the other one was too heavy. He bit a piece out of that one, too. He kept this up till the pork was all gone.

Write an imitation of the above fable about two farmers who quarrelled over a piece of land and had a lawsuit over the matter.

SECTION 195**THE PINE TREE AND THE BAMBOO**

A large pine tree grew on the hillside. Its strong roots went deep into the ground. Its branches were many and large, and they grew high into the air. The tree was very stiff and strong. It looked down on the other trees which grew near it.

"I can look down on everything," it said. "Nothing can make me bend or bow my head. How strong I am!"

But one day there was a storm. The wind blew stronger and stronger. The roots of the tree were torn out of the ground, and the tree fell.

"Oh, bamboos," cried the pine tree. "You are so small and weak, and I was so stiff and strong. Why does the wind not harm you, while it blew me over, and I must die?"

"Friend," said the bamboos, "There is no tree stronger than the wind. When the wind comes, we bend our heads. You thought you were stronger than the wind and would not bend or bow your head, and now you must die. We think it is better to bend than to break."

Write another conversation in imitation of this.

SECTION 196

THE STORK AND THE FROGS

A stork was wading in the water. At sight of him the mother frog called to the young ones, "Dive under the water! Be still! A stork is coming!"

The stork came along, stood on one leg, and put down his neck. Two little frogs opened their eyes. They thought the bird was asleep. They said, "This is not a stork, because mother says that a stork has two long legs and a long neck. Why, this bird has only one leg and no neck. Let us go and look at him."

The mother frog tried to make the little frogs be still; but they thought they knew more than their mother. They put their heads out of the water and began to play. "Look," said one, "I am going to jump at the bird." "I will jump with you," said the other little frog. The stork was not asleep; but with one eye, he saw the little frogs. He caught them in his bill with a snip-snap and ate them.

Write a story, in imitation of the above, of two young men going out into life. Their father advised them to keep good company. They thought they knew more than their father. Imagine the conversation they had together. They got into bad company and into trouble.

SECTION 197

WHY THE DOVE COOS

The dove was once a kind and gentle little girl. She loved every one and every one loved her. One morning she said, "Mother, I am very, very hungry. Please give me some rice cake." But her mother said, "You shall have no rice cake until you pound some rice." The girl was too small to lift the pestle to pound rice. So she went out of the house and ran down to the water where the palms were growing.

"I wish I were a bird. Then I should not have to pound the rice," she said. "I will try to be a bird." She took two palm leaves in her hands and tried to fly. The leaves became real wings, and she

flew into a tree. You can hear her cooing every morning. She is cooing for rice cake.

Write a story on "Why the Snake Crawls."

Description with Models

SECTION 198

WATER LILIES

In the thick black mud at the bottom of the pond there are great tangled root-like stems. All winter they lie there under the ice. In the spring they begin to put up long stems to reach the surface of the water. Each stem bears at its top a bud, wrapped up in a stout, waterproof coat. For days and weeks and even months the plant has been striving to push this beautiful bud up to the light, and, at last, one fine summer morning we see it swaying gracefully on the bosom of the pond. At the bottom of the pond there are tangled stems; on the surface, among the flat green leaves, float those buds that have been so long creeping towards the light. One beam from the rising sun smiles across the meadow and touches the folded buds. They must smile back in reply; so the thick sheaf unfolds. Behold! the whitest and fairest lily cup floats on the water. Its golden centre smiles back to the sun with many rays.

The lilies will stay with us through the summer. The stem that found its way to the upper world knows the way back again. When its white blossom has

opened for the last time and then wrapped its green cloak about it again, the stem coils backward and carries it to the bottom. There its seeds ripen in the soft mud, and prepare for another summer.

Write a description of the "Chinese Lily" similar to the above description of the water lilies.

SECTION 199

THE WHEAT

Bread is the food of Western people. They eat many other things. They could do without some, but they must have bread. Nearly all bread is made from wheat.

In America the great wheat fields are in the middle West. One may ride whole days in some regions, seeing nothing but miles and miles of waving wheat. The fields are plowed for the sowing of the wheat by machine plows drawn by steam engines or by many horses. The grain is sown by machines. When it is ripe it is reaped by machines. A single machine cuts the stalks, thrashes out the grain, winnows it to remove the chaff, puts it into sacks, and drops the sacks on the ground ready for transportation.

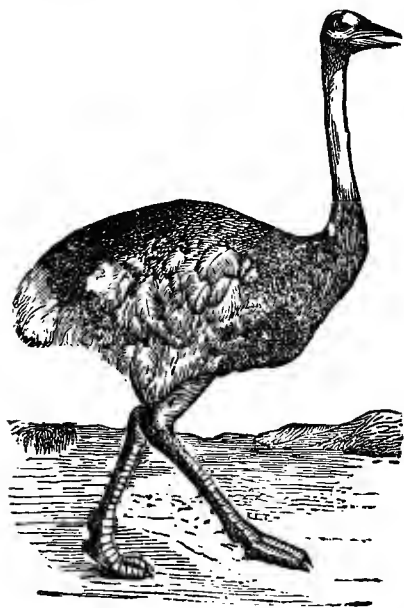
Write a similar piece and call it "The Story of a Bowl of Rice." Use the following outline—

Where the rice grew; who raised it; the plowing and preparing of the ground; the planting of the seed; transplanting of the sprouts; the growing; the weeding; the reaping; the thrashing; the winnowing; the washing; the cooking, and the serving.

SECTION 200

THE OSTRICH

The home of the ostrich is in the hot desert. The ostrich is the largest of all birds. His head is higher than a man's. Because his neck is so long, he can reach up into the tall trees to get some of his food.



His head and wings are very small. Under each of his feet is a pad, which helps him to spring at every step. His wings help him, and his feet are so strong that he can get over the ground rapidly. So, though the ostrich cannot fly, he can run faster than any horse.

His head and neck are almost bare, but in his wings and tail are very pretty feathers. The ladies in the West prize these highly, and wear them in their hats.

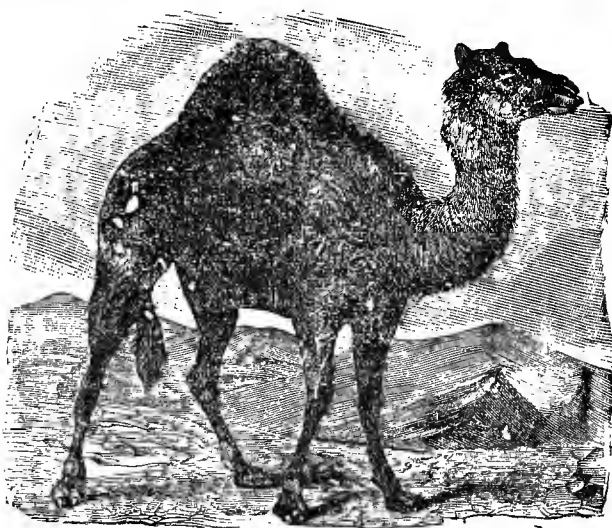
Have you ever seen the eggs of the ostrich? They are as large as cocoanuts. The desert people eat these eggs, one being enough for the whole family.

The ostrich is fond of fruit, leaves, grain, snails, and insects. He often swallows small stones to help to grind his food.

The ostrich has peculiar habits. This is how a mother ostrich hatches eggs. She and two or three of her friends dig a hole in the sand. The mothers lay their eggs in the same hole, and take turns in sitting on them. Sometimes one of the fathers takes a turn in sitting. The hot sun, too, shines on the eggs every day and helps them to hatch.

Another peculiar thing about the ostrich is that when they wish to hide, they bury their heads in the sand. They seem to think that, because they cannot see, they cannot be seen. In this way they are often caught.

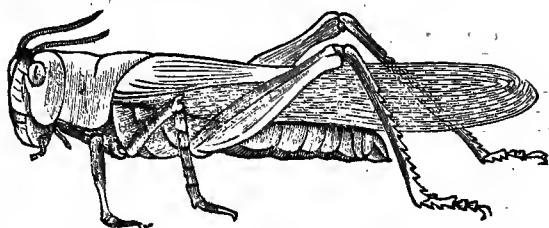
Write a description like the above of a camel, and call it "The Ship of the Desert."



SECTION 201

THE GRASSHOPPER

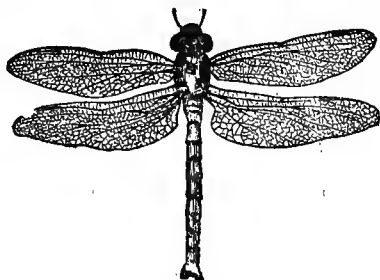
The grasshopper has a queer face. When he is hatched, he hops about



without wings. He grows very fast, and soon sheds his skin. By-and-by his wings begin to grow. After shedding his skin from time to time he becomes a perfect grasshopper.

He has a head, thorax, and abdomen. He has a mouth with two strong jaws, two feelers, and two bright eyes. He wears a broad collar at the back of his head. His legs and wings are fastened to his thorax. He has three pairs of legs. The two hind ones are strong, and are used for leaping. His four front ones are shorter. His two pretty wings fold like a fan, and are covered by two plain brown wings. His abdomen is made up of rings. He eats grass and leaves.

Write a similar piece about the Dragon Fly.



SECTION 202

AN INN-KITCHEN IN SPAIN

The inn-kitchen was a room about ten feet square, literally all chimney; for the hearth was in the centre of the floor, and the walls sloped upward in the form of a long, narrow pyramid, with an opening at the top for the escape of the smoke.

Quite round this little room ran a row of benches, upon which sat one or two grave personages.

Upon the hearth blazed a handful of fagots, whose bright flame danced merrily among a motley congregation of pots and kettles, and a long wreath of smoke wound lazily up through the huge funnel of the roof above.

The walls were black with soot, and ornamented with sundry legs of bacon, and festoons of sausages; and as there were no windows in this dingy abode, the only light which cheered the darkness within came flickering from the fire upon the hearth, and the smoky sunbeams that peeped down the long-necked chimney.

—H. W. Longfellow.

Do you like this description? Why?

Do you know what makes this description so vivid? Notice the effectiveness of *danced merrily*, *motley*, *lazily*, *dingy*, *flickering*, *smoky*, *peeped*.

Notice that the writer dealt with the size of the room, the chimney, the persons, etc., before taking up the lesser objects—the pots and kettles, the colour of the wall, the bacon and sausages, etc.

Notice the details in describing the shape of the chimney and the light in the room.

Write a description of some room you have seen.

SECTION 203

WATCHING A LEAF BUD

One spring I watched a leaf bud open. First the scales moved a little, and I could see something that looked like brown wool. The scales spread farther apart, and showed more and more of this brown wool. Then I saw that it was a leaf peeping out. It was almost hidden by its woolly wrapper.

By and by the leaf began to open its parts. There were seven of them, all very much wrinkled. The whole leaf was of a pretty green colour.

The warm sun made the little leaf grow larger and larger each day. The spring winds soon began to shake out its wrinkles.

At last it became a great spreading leaf. Its colour grew darker. Its veins become more woody. All summer it remained on the tree among the other leaves.

Watch a bamboo shoot come up, and write a description of it.

Watch the cotton plant blossom.

Watch a bean sprout.

Watch some fruit that is swelling or ripening.

SECTION 204

LUCERNE

"Lucerne is one of the most attractive cities in Switzerland. It is beautifully situated among the

mountains, on a lake of the same name, at the point where the Reuss River flows into the lake. In the river near the lake is an old tower which is said to have been a lighthouse, and from this tower the city takes its name.

"The city has a population of about 20,000. It contains several fine libraries, a museum, an ancient government building called the Rathhaus, various religious and charitable institutions, and other public buildings. Probably the most interesting object connected with the town is a huge lion, hewn out of the solid rock, near one of the gates of the city. The model for the lion was made by Thorwaldsen, and it is designed as a monument to the Swiss guard who perished in 1792 in the defence of the Tuileries. This interesting Swiss town is visited annually by large numbers of tourists."

Write a description of the most interesting place you have visited.

Write a description of your home.

SECTION 205

MASTER CHEEVER'S SCHOOL

It is a winter's day when we take our peep into the school-room. See what great logs of wood have been rolled into the fireplace, and what a broad, bright blaze goes leaping up the chimuey! And every few moments a vast cloud of smoke is puffed into the room, and sails slowly over the heads of the scholars, until

it gradually settles upon the walls and ceiling. They are already blacked with the smoke of many years.

Do you see the venerable schoolmaster, severe in aspect, with a black skullcap on his head, like an ancient Puritan, and the snow of his white beard drifting down to his very girdle? What boy would dare to play, or whisper, or even glance aside from his book, while Master Cheever is on the lookout behind his spectacles? For such offenders, if any such there be, a rod is hanging over the fireplace, and a heavy ferule lies on the master's desk.

And now school is begun. What a murmur of many tongues, like the whispering leaves of a wind-stirred oak, as the scholars con over their various tasks! Amid just such a murmur has Master Cheever spent above sixty years; and long habit has made it as pleasant to him as the hum of a beehive when the insects are busy in the sunshine.

—Nathaniel Hawthorne.

Using the above as a model, write a description of a village school that you know.

SECTION 206

Write a description of the schoolroom in which you are, and tell how it differs from the school described by Hawthorne.

SECTION 207

There is a good view, from an upland swell of our pasture, across the valley of the river Charles. There is the meadow, as level as a floor and carpeted with green,

perhaps two miles from the rising ground on this side of the river to that on the opposite side. The stream winds through the midst of the flat space without any banks at all; for it fills its bed almost to the brim and bathes the meadow grass on either side. Now, into the broad, smooth meadow, as into a lake, capes and headlands put themselves forth, and shores of firm woodland border it, covered with variegated foliage. Everywhere the trees wear their autumnal dress, so that the whole landscape is red, russet, orange, and yellow, blending in the distance into a rich tint of brown orange, or nearly that, except the green expanse so definitely hemmed in by the higher ground.

—Nathaniel Hawthorne.

In describing still objects, as Hawthorne does in the above selection, it is necessary to keep to one point of view. Note the fine details in describing the different objects and the rich colouring.

Write a word picture of a landscape familiar to you.

SECTION 208

He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, feet that might have served for shovels, and his whole frame was loosely hung together. His head was small and flat at the top, with huge ears, large, green, glassy eyes, and a long spine nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill

on a windy day, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

—Washington Irving.

Write a description of one of your schoolmates.

SECTION 209

GENERAL GRANT

General Grant was a man of medium height and compact figure, with a slight stoop in his shoulders. His hair and beard were brown and short. His features were marked, but not prominent. His brow was broad and square, and to a close observer indicated unusual development of both intellect and will. He had clear, bright eyes, a heavy jaw, and a sharply cut mouth, which expressed great strength and firmness. His bearing and manners were plain, modest, and retiring, and his dress was in keeping with his behaviour.

Write a description of a noted man that you know.

Contrasted Description

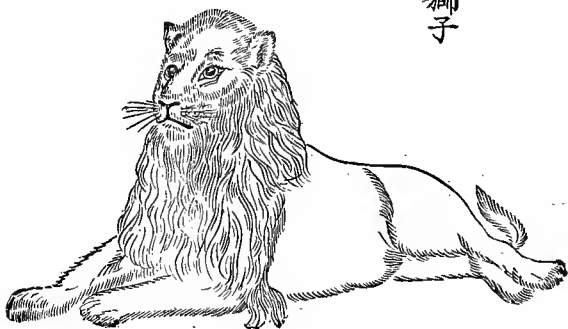
SECTION 210

THE BUTTERFLY AND THE MOTH

A butterfly flies about in the day time. The moth likes best to fly at night. The butterfly has knobs at the ends of its feelers. The moth's feelers

are without these knobs, but are often feathered instead. The butterfly has a more slender body than the moth. When the butterfly is at rest, it holds its wings raised over its back; but the moth folds its wings like a fan.

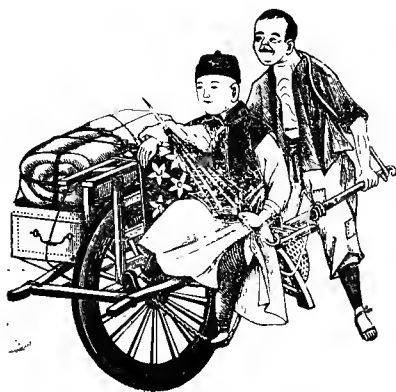
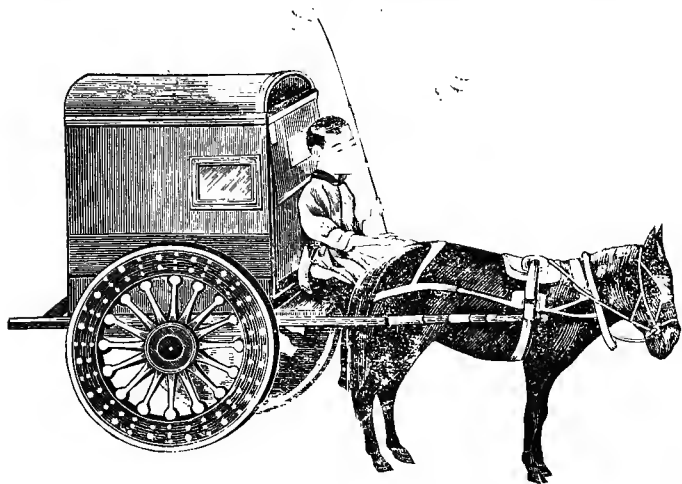
獅子



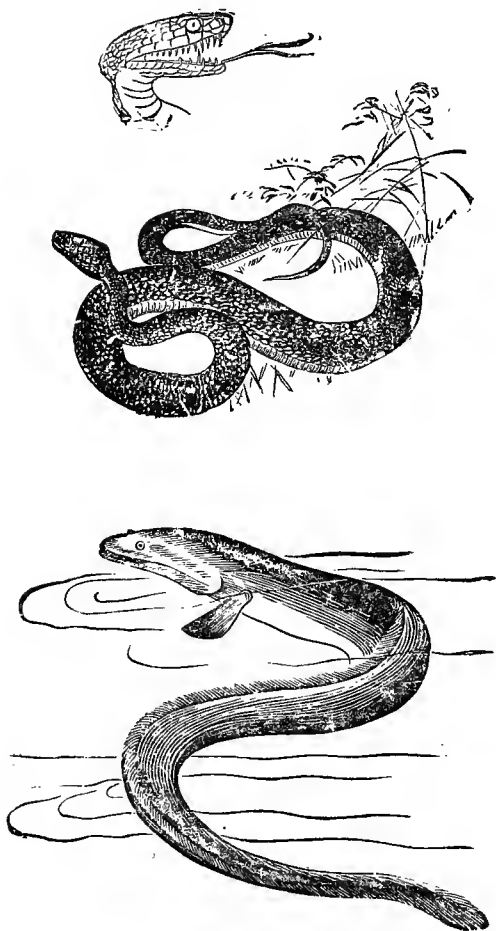
As in the above selection, write a contrasted description of the lion and the tiger.

SECTION 211

Contrast travelling by a mule cart and a wheelbarrow.



SECTION 212



Write a contrast between the snake and the eel.

Imaginary Conversation

SECTION 213

One day a bee met a wasp. "I want you to tell me," said the wasp, "why people like you so much better than they like me. I am prettier than you are, Mr. Bee. I have beautiful wings. I always wear a beautiful black and yellow coat. I am always clean; but you always go about in your working clothes. I wish you would tell me why people try to kill me when I go near them, and they are always glad to see you."

"It is very true," said the bee, "that people are not kind to you. They are kind to me because I give them honey to eat. But what do you do for them?"

"Why should I do anything for them?" said the wasp. "If I try to eat some of their fruit, they drive me away, and then I try to sting them."

"Well," said the bee, "if you sting them, they will kill you. If you want people to be kind to you, you must be kind to them. People are my friends because I am their friend."

Write a supposed conversation between a fashionable young lady, who complains because people do not admire her, and a poor working girl, who is popular.

SECTION 214

"How do you do, Mr. Fox?" said the cat.

"Very well," replied the fox. "Come now, Mrs. Cat, it is said that you are very quick-witted. Tell me, I pray you, how many tricks you know for escaping from the dogs, the enemies of us both."

"Oh, I know but one," answered she, "and that is to scramble up a tree as fast as I can."

"Is that all?" said the fox; "why, I know at least a hundred. How I pity your ignorance!"

Just then they heard the baying of the hounds.

"Good-bye," said the cat, and having run up a tree, she hid in the branches, where without being seen, she could see all that happened.

The fox tried all his tricks in vain. The dogs quickly seized him. As they were dragging him away, the cat called from the tree, "Good-bye, Mr. Fox. How I pity you and how glad I am that I know one good thing well!"

Write an original fable similar to the one above on one of the following topics:

The Old Hen, the Young Chicken, and the Hawk.
The Old Mouse, the Young Mouse, and the Cat.

SECTION 215**THE LITTLE DREAMER**

A little boy was dreaming
Upon his nurse's lap,
That the pins fell out of all the stars
And the stars fell into his cap.

So when his dream was over
What should that little boy do?
Why, he went and looked inside his cap,
And found it wasn't true.

Write an account of a dream you had.

SECTION 216

A RESCUE

"What fun it is to skate when the ice is so smooth," said Wang. Before Liang had time to answer, a cry was heard, and away they skated as fast as possible in the direction of the sound. As they went round a bend in the river, they saw one of their schoolmates, Kung, struggling in the water, and heard him call for help. The two boys found a bamboo pole; and pushing it along the ice, they soon reached the spot where their schoolmate was struggling.

Lying flat on the ice, which at this place was thin, they succeeded in getting the pole within reach of Kung, who was almost exhausted by his efforts and by the cold. The boys held on to the pole, and pulled it towards them, while Kung worked his way towards the thick ice, and in a little while was on his feet again. Aided by his rescuers, he was soon ready to start for home.

Write an account of any occurrence in which you took part.

SECTION 217

The first thing that I can remember was being a little drop of water in company with many other drops. There were hundreds and thousands of us all squeezed close together. For a little while we would go along very quietly together, as gravely as sober old men. Then all at once we would start off in a mad race as fast as we could. How we would tumble over each other! Now I would be thrown to the top, and next instant to the bottom with all the fellows atop of me. We danced along faster and faster, until we tumbled over some big stones and fell into a deep hole. Here we rested for a little while, and then we started off again. This time we went a little slower.

This is a partial account which a drop of water gives concerning its adventures. Continue the story.

SECTION 218

Two grains of sand, both from the Himalaya Mountains, meet in the Pacific Ocean, one having come by way of the Yangtse Kiang and the other by the Mekong. Imagine the accounts they give of their journeys and what they saw on the way.

SECTION 219

Write an imaginary conversation between the girl and the birds—what the girl wishes them to do and the reply of the birds. See the picture on the following page.



Letter-writing

SECTION 220

LETTERS OF FRIENDSHIP

Peking University,
Peking,
Oct. 12, 1908.

MY DEAR MR. LIU:

It is nearly a year since I came to Peking. I have often thought of writing you but I have been kept rather busy.

I passed the examinations, and am now studying in the Law Department of the Imperial University. In many ways I enjoy my work here. This term I am taking Civil Law, Constitutional Law, Advanced English, History, and Chinese Composition. I find that the work here is much harder than in the Provincial College. Our Department has about a thousand students, who come from all parts of China.

It is pleasant to live in Peking. I enjoy visiting the many places of interest connected with our history. Up here we see many high officials, besides people from every province in our Empire. Just now we are having dust storms, which are very disagreeable, as the fine dust blinds us, soils our clothes, and gets into our houses.

When you have time, please write and tell me how you are and how you are getting along in your studies.

Hoping to hear from you soon,

Yours sincerely,

SUNG KUO-LAO.

Where is this letter from?

When was it written?

The answers to these questions form the **heading** of the letter.

To whom is the letter written?

This is called the **salutation** of the letter.

What message does the letter contain?

The message is called the **body** of the letter.

What words has the writer of the letter put before his name?

This is called the **complimentary closing**.

Who wrote the letter?

This is the **signature** of the letter.

The complimentary closing and the signature form the **conclusion** of the letter.

A letter then consists of the following parts:

- I. The heading { 1. Place where written.
2. Date when written.
- II. The salutation.
- III. The body.
- IV. The conclusion { 1. Complimentary close.
2. Signature.

Copy the above letter, observing carefully the position and punctuation of each part of the letter.

SECTION 221

According to the model above, write headings, introductions, and conclusions for letters from the following:

Wong Ping Shiu, who lives at 35 Wing Lock Street, Hong Kong, wrote a letter to his uncle on the thirtieth of the seventh moon.

Chang Shan of Shanghai wrote to the Hong Kong and Shanghai Banking Corporation on March 20th, 1908.

Z. F. Sung whose home is in North Tungchow, Chihli, wrote his father on September 3rd, 1908.

Copy these salutations:

My dear father.

My dear little cousin.

My dear Lan-hsiaug.

Dear friend.

Write salutations for letters, one to your mother, one to a schoolmate, and one to a brother.

Copy these endings:

Yours sincerely.

Your cousin.

Your loving daughter.

Your affectionate son.

Write endings to your mother, your brother and your chum.

SECTION 222

Imagine that you live in Peking and write a letter to a friend in Canton, where snow is unknown. Tell him about the winter in Peking—how cold it gets, how the trees and streets look, how the people dress and live in winter.

SECTION 223

Notice the style of the letter under section 220. A letter of friendship should be written naturally and simply. In writing friendly letters a person writes as he would talk to a friend.

Write a reply to the letter in Section 220. Be sure to arrange the parts of your letter correctly.

SECTION 224

Pei Yang University,
Tientsin,

Oct. 12, 1908.

MY DEAR MR. LIU:

I take this early opportunity of sending you my heartiest congratulations on your success in passing the Imperial Examinations for Returned Students. You certainly did well and I rejoice with you at your good success. I knew you would give a good account of yourself.

A great welcome now awaits you in the south, and I hope to have the pleasure of seeing you here

when you come through. Please let me know in advance when we may expect you.

Again congratulating you on your success,

Yours sincerely,

W. H. LEE.

Write an answer to the above letter.

SECTION 225

Shanghai,

Oct. 12, 1908.

MY DEAR MR. CHEN:

I learn with much pleasure that your long cherished wish has been fulfilled in the birth of a boy. I sincerely congratulate you, and hope for the future happiness and prosperity of your family.

Please give my kindest regards to Mrs. Chen.

Most sincerely yours,

CHANG KUO-LING.

Write an appropriate answer to the foregoing.

SECTION 226

Write a letter to a friend, congratulating him on his birthday.

Imagine you are in Shanghai for the first time. Write to some member of your family. Tell of the interesting things you see and the experiences you have.

SECTION 227

BUSINESS LETTERS

48 Connaught Road C.,

Hong Kong,

Sept. 20, 1908.

Mr. Wong Han-ching,
Sheung Mun Tai,
Canton.

DEAR SIR:

Your note of 18th inst., enclosing order and check for \$25.75, is to hand. The goods were shipped you last evening per s.s. "Kwong Tung," and we hope that they will reach you in good condition. Herewith please find receipted bill.

Hoping for further favours from you,

Yours respectfully,

SINCERE & Co.

This is the form of an ordinary business letter. Notice that the address of the writer of the letter and the address of the person to whom the letter is written are fully given. Notice also that the letter is brief and to the point. Notice, too, that it begins with the acknowledgment of a letter, giving the date and the contents.

Imagine that you are doing business at 32 Nanking Road, Shanghai. Write a letter of acknowledgment to Lee

*Ping-hwa. On Aug. 13th he sent you an order for goods.
He lives at 17 Wing Lock Street, Hong Kong.*

SECTION 228

Provincial College,

Soochow,

Oct. 17, 1908.

The Manager Commercial Press,

c 454 Honan Road,

Shanghai.

GENTLEMAN:

Herewith please find enclosure for thirty-eight dollars and fifteen cents (\$38.15), for which kindly send me the following books:—

1. Yen's English-Chinese Standard Dictionary,
2. Empire Reader vol. V.,
4. Anderson's "Series," 1-3,
1. Thayer's "Ethics of Success," I. III.,
1. "Guide Books to English," Books I and II.
1. "The Mother Tongue," Book II.

If you will kindly send them at your earliest convenience, I shall be much obliged.

Yours truly,

C. Y. WEN.

In ordering goods it is convenient to arrange the names of articles ordered in the form of a list as in the foregoing letter.

Note that in business letters the salutations and polite endings are less cordial than in friendly letters.

Write to Kelly & Walsh, whose store is on the Bund, Shanghai, enclosing a check and ordering some books.

SECTION 229

College of Foreign Languages,
Nanking,

Nov. 1, 1908.

Mr. Wang Ming-chi,
Shanghai.

DEAR SIR:

I beg to offer you for the coming year the position of teacher of English in this College. You will be required to teach four hours daily. Further details will be explained afterwards if you see fit to accept the situation.

With reference to the salary, the College is prepared to pay you monthly the sum of two hundred and fifty dollars (Mex.), in addition to which you will be provided with a house.

Kindly inform me at your earliest convenience if the above offer will be acceptable to you or not.

Yours very truly,

HSIA TING-FANG.

Write a reply to the above letter, either accepting or declining the offer.

SECTION 230**LETTERS OF INTRODUCTION**

Tai Sun St.,

Canton,

June 15, 1908.

DEAR MR. PAU:

I have the pleasure to introduce to you the bearer, Mr. Chu Kwong-tak, who is an old schoolfellow of mine. Mr. Chu is on his way to take up an appointment in Peking, and will stay in your city for a few days. If you can find it convenient to show him the sights of Shanghai during his stay, I shall deem it a great favour.

Yours sincerely,

TING HUNG-CHIE.

A letter of introduction should be short. It is carried by the person to be introduced, and ought not to be sealed. On the lower left-hand corner of the envelope should be written the word "Introducing," with the name of the person introduced.

Write a letter introducing a friend to your father.

SECTION 231**FORMAL NOTES**

Mr. and Mrs. Tong Koh-shan request the pleasure of the company of Mr. and Mrs. Tsao Chi-fan at

dinner on Tuesday evening, August the sixth, at half past seven.

65 North Szechuen Road,
Saturday, August third.

In the above note the following points may be noted :

The heading, salutation, and conclusion are omitted.
The place and date are written below the note, at the left-hand side.

The day of the week is written, while the year is omitted.

No figures appear except the number of the residence.
The writer refers to himself by name.

These notes should be written on small note paper or on cards. The letters R. S. V. P., meaning *Please reply*, are sometimes written at the lower left-hand corner.

The following is a reply to the above.

Mr. and Mrs. Tsao Chi-fan accept the kind invitation of Mr. and Mrs. Tong Koh-shan for Tuesday evening with pleasure.

21 Woosung Road,
Monday, August fifth.

Mr. and Mrs. Tsao Chi-fan regret that, owing to a previous engagement, they are unable to accept Mr. and Mrs. Tong Koh-shan's kind invitation for Tuesday evening.

21 Woosung Road,
Monday, August fifth.

SECTION 232

Miss Bok requests the pleasure of the company of Miss Ting on Friday evening, October the eighth, at eight o'clock, to meet Mr. Chu of America.

3 Quinsan Road,

Monday, October the fourth.

R. S. V. P.

Write a reply of acceptance.

Write a reply declining the invitation.

Additional subjects for narrative:

A Narrow Escape from Drowning.

My Most Thrilling Adventure.

The Most Exciting Incident in My Life.

My Most Interesting Trip.

How I Spent Last Sunday.

What I Intend to Do during Vacation.

My Last Pleasure Excursion.

An Accident that Happened Last Week.

What I Should Like to Do Next Saturday.

A Trip on a Sampan.

My First Ride on the Railroad

How I Made a Kite.

A Conversation between a Boy and His Grandfather.

A Dialogue between a Cat and a Dog.

A Dialogue between the Owl and the Bat.

Imagine a group of students in a room after a game. Write what you imagine they would say to one another, and what they would do.

Imagine an elderly gentleman telling stories of his boyhood to some children. Write what he said to them about his work and the games that he played.

Imagine that you were out walking yesterday and a sudden shower drove you indoors. Describe the occurrence.

Write an imaginary conversation between sight and hearing as to which is more important.

Tell a story about a faithful dog.

The Story of a Clever Dog.

Write a story showing the cleverness of elephants.

Tell a story about a boy or a girl who told the truth when it was not easy to do so.

What the Blue Cotton Dress Told the Lady.

Lessons from the Bee.

Additional topics for description :

The Sea-urchin.

The Oyster.

The Sponge.

How to Spin a Top.

The Cicada.

The Crab.

The Barber.

How a Rice Field is Irrigated.

A Cormorant.

The Stork.

A Candle

The Manufacture of Silk.

The Chrysanthemum.

Write what you know of the trees in your neighbourhood.

Describe a mountain that you have seen.

Write a description of a stream or body of water near your home.

Write a description of a thunder-storm.

Write an account of a rainy day at school.

Write a sketch of the figure that you like best in history.



Cornell University Library
PE 1130.C5K952

Elementary composition for Chinese students



3 1924 023 355 526

was

52

英語作文教科書

第二編

INTERMEDIATE COMPOSITION

By Fong F. Sec

Follows the compiler's "Elementary Composition for Chinese Students"

Takes up the principles of English Composition governing punctuation, use of words, sentences, paragraphs, and the different kinds of whole composition—narration, description, and easy exposition—including letter-writing. Selections from best writers are used as models, and subjects are based on students' personal experience and general knowledge. Lays stress upon the result to be obtained rather than the method, and the principles of composition are accompanied at every step with written exercises, both critical and constructive.

H 15.

Commercial Press, Ltd.

ELEMENTARY COMPOSITION

(For Chinese Students)

COMMERCIAL PRESS, LTD.

己酉年十二月初版
中華民國二年四月七版

(英語作文教科書第一編一冊)
(硬布面每冊定價大洋壹元)
(軟布面每冊定價大洋捌角)

編纂者 新寧鄺富灼

發行者 商務印書館

印刷所 上海北河南路北首寶山路
商務印書館

總發行所 上海四馬路中市
商務印書館

分售處 京師 奉天 龍江 天津 濟南
開封 太原 西安 成都 重慶
商務印書分館

瀘州 長沙 常德 漢口 南昌
蕪湖 杭州 福州 廣州 潮州

 翻印必究 

